



Introductory Packet

Social and Interpersonal Problems Related to School Aged Youth

(Revised 2016)



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Social and Interpersonal Problems Related to School-Aged Youth

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Introduction

What is Social-Emotional Development?

By Kristin Reinsberg

<http://www.abilitypath.org/areas-of-development/social--emotional/what-is-social-emotional.html>

How do children start to understand who they are, what they are feeling, what they expect to receive from others? These concepts are at the heart of their social-emotional wellness. They contribute to a child's self-confidence and empathy, her ability to develop meaningful and lasting friendships and partnerships, and her sense of importance and value to those around her. Children's social-emotional development influences all other areas of development: Cognitive, motor, and language development are all greatly affected by how a child feels about herself and how she is able to express ideas and emotions.

Professionals sometimes define healthy social-emotional development in young children as early childhood mental health. Healthy social-emotional development includes the ability to:

- Form and sustain positive relationships
- Experience, manage, and express emotions
- Explore and engage with the environment

Children with well-developed social-emotional skills are also more able to:

- Express their ideas and feelings
- Display empathy towards others
- Manage their feelings of frustration and disappointment more easily
- Feel self-confident
- More easily make and develop friendships
- Succeed in school

Social-emotional development provides the foundation for how we feel about ourselves and how we experience others. This foundation begins the day we are born and continues to develop throughout our lifespan. The greatest influence on a child's social-emotional development is the quality of the relationships that he develops with his primary caregivers. Positive and nurturing early experiences and relationships have a significant impact on a child's social-emotional development. They also influence how the young child's brain develops.

An attachment relationship is an enduring one that develops during the first few years of the child's life. It is built upon repeated interactions between the infant and the primary caregiver. These interactions mainly involve attempts by the infant to achieve physical and emotional closeness and the caregiver's responses to these attempts. They have a lasting influence on how the child feels about himself, how he thinks and interacts with his world, and what he comes to expect from others.



I. Understanding the Broad Range of Social and Interpersonal Skills and Problems



A. Focus on Individual Students

1. Promoting Healthy Development

- Preschool- getting off to a good start
- Early and Middle Childhood
- Adolescence

2. Range of Problems

- Classifying Social and Interpersonal Problems
- Classification of Children and Adolescents':
Mental Diagnoses in Primary Care



B. Focus on Bullying as a Schoolwide Problem

I. Understanding the Broad Range of Social and interpersonal skills and problems



A. Focus on Individual Students

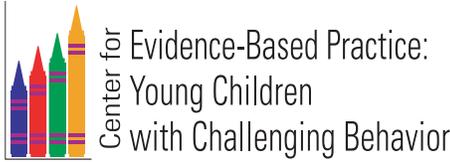
1. Promoting Healthy Development

- **Preschool- getting off to a good start**
 - > *Linking Social Development and Behavior to School Readiness*
 - > *Practices for Promoting Social Development of Young Children*

- **Early and Middle Childhood**
 - > *What Works for Enhancing Social Skills*
 - > *Measuring Elementary Students Social-Emotional Skills*

- **Adolescence**
 - > *Helping Teens Develop Healthy Social Skills and Relationships: What the Research Shows about Navigating Adolescence*

- I. Understanding the Broad Range of Social and interpersonal skills and problems
 - A. Focus on Individual Students
 - 1. Promoting Healthy Development -- **Preschool- getting off to a good start**



www.challengingbehavior.org

Recommended Practices

Linking Social Development and Behavior to School Readiness

Barbara J. Smith, Ph.D. — University of Colorado-Denver and Health Sciences Center

“From the last two decades of research, it is unequivocally clear that children’s emotional and behavioral adjustment is important for their chances of early school success.” (Raver, 2002)

There is mounting evidence showing that young children with challenging behavior are more likely to experience early and persistent peer rejection, mostly punitive contacts with teachers, family interaction patterns that are unpleasant for all participants, and school failure (Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2003). Conversely, children who are emotionally well-adjusted have a greater chance of early school success (Raver, 2002). Social and behavioral competence in young children predicts their academic performance in the first grade over and above their cognitive skills and family backgrounds (Raver & Knitzer, 2002).

Science has established a compelling link between social/emotional development and behavior and school success (Raver, 2002; Zins, Bloodworth, Weissberg, & Walberg, 2004). Indeed, longitudinal studies suggest that the link may be causal....academic achievement in the first few years of schooling appears to be built on a foundation of children’s emotional and social skills (Raver, 2002). Young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions, and problems that interfere with relationships with peers, teachers, and parents. “Learning is a social process” (Zins et al., 2004).

The National Education Goals Panel (1996) recognized that a young child must be ready to learn, e.g., possess the pre-requisite skills for learning in order to meet the vision and accountability mandates of academic achievement and school success. Academic readiness includes the prosocial skills that are essential to school success. Research has demonstrated the link between social competence and positive intellectual outcomes as well as the link between antisocial conduct and poor academic performance (Zins et al., 2004). Programs that have a focus on social skills have been shown to have improved outcomes related to drop out and attendance, grade retention, and special education referrals. They also have improved grades, test scores, and reading, math, and writing skills (Zins et al., 2004).

Social skills that have been identified as essential for academic success include:

- ⊗ getting along with others (parents, teachers, and peers),
- ⊗ following directions,
- ⊗ identifying and regulating one’s emotions and behavior,
- ⊗ thinking of appropriate solutions to conflict,
- ⊗ persisting on task,





- Ⓢ engaging in social conversation and cooperative play,
- Ⓢ correctly interpreting other's behavior and emotions,
- Ⓢ feeling good about oneself and others.

And yet, many children are entering kindergarten and first grade without the social, emotional, and behavioral skills that are necessary for learning and success in school. One survey of over 3000 kindergarten teachers found that 30% claimed at least half of the children in their classes lacked academic skills, had difficulty following directions and working as part of a group; and 20% reported that at least half of the class had problems in social skills (Rimm-Kaufman, Pianta, & Cox, 2000).

Research indicates that children who display disruptive behavior in school receive less positive feedback from teachers, spend less time on tasks, and receive less instruction. They lose opportunities to learn from their classmates in group-learning activities and receive less encouragement from their peers. Finally, children who are disliked by their teachers and peers grow to dislike school and eventually have lower school attendance (Raver, 2002).

What can we do to increase school readiness in young children?

- Ⓢ **Policy** – Federal and state policies need to reflect the importance of these foundational skills by removing barriers and providing incentives and resources to communities and programs: (1) to improve the overall quality of early care settings; (2) to support families so that they are able to promote positive relationships and social competence in their infants and young children; (3) to prevent problem behavior by addressing social and educational factors that put children at risk for challenging behavior; and (4) to provide effective services and interventions to address social/emotional problems and challenging behavior when they occur.
- Ⓢ **Public Awareness** – Federal, state, and local governments and community agencies need to raise the visibility of importance of social competence in school success.
- Ⓢ **Knowledge and Skills** – Early care and education professionals need training and on-site technical assistance in evidence-based practices for: (1) promoting social skills (e.g., identifying and regulating emotions, playing cooperatively, following directions, getting along with others, persisting with tasks, problem solving, etc.); (2) preventing problem behavior (through classroom arrangements, individualizing to children's interests and abilities, etc.); and (3) providing effective intervention strategies when needed (e.g. positive behavior support, peer mediated strategies, etc.) (Fox et al., 2003). Early childhood education professionals need to know how to integrate social/emotional learning with literacy, language, and other curricular areas. Professionals need to know how to provide parents with information and support around parenting practices that prevent problems and effectively address challenging behavior.
- Ⓢ **Research** – Studies are needed on specific promotion, prevention, and intervention strategies to establish their efficacy for specific groups of children in particular settings. Research is also needed on policy and programmatic features that result in more effective services for children and families related to social development.

"The emotional, social, and behavioral competence of young children is a strong predictor of academic performance in early elementary school." (Zero to Three, 2003)

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On the web

www.challengingbehavior.org
Center for Evidence-Based Practice: Young Children with Challenging Behavior

www.csefel.uiuc.edu
Center on the Social and Emotional Foundations for Early Learning

www.zerotothree.org
ZERO TO THREE

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I. Understanding the Broad Range of Social and interpersonal skills and problems

A. Focus on Individual Students

1. Promoting Healthy Development

Preschool- getting off to a good start



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Recommended Practices

Program Practices for Promoting the Social Development of Young Children and Addressing Challenging Behavior

Lise Fox, Ph.D. – University of South Florida



- ① There is clear evidence that beginning intervention early makes a big difference in the cost of intervention and in its probable success (Dodge, 1993; Kazdin, 1995; Strain & Timm, 2001).
- ① High quality early education environments are related to positive outcomes in children's social and emotional development and reduced problem behavior. While providing a high quality early education environment is not a stand-alone intervention practice, it is an essential foundation for the implementation of development promotion and intervention practices (Burchinal, Peisner-Feinberg, Bryant, & Clifford, 2000; Helburn et al., 1995; Love, Meckstroth, & Sprachman, 1997; National Research Council, 2001; NICHD, 1999; Peisner-Feinberg et al., 1999; Phillips, McCartney, & Scarr, 1987).
- ① Research indicates that a responsive, sensitive, and nurturing caregiver style of interaction is supportive of young children's social and emotional development. Children of mothers who are depressed and have less maternal sensitivity are more likely to have children who have problem behavior. In addition, there is a relationship among the use of harsh and punitive discipline and a negative or controlling style of parenting and the development of challenging behavior. Interventions that target improvement in parental sensitivity to children's behavior are effective in changing caregiver interaction style (see review: Dunst & Kassow, 2004).
- ① Programs that provide high-risk families and their infants with home visiting, parent training, and the enrollment of children in high quality early childhood settings (when toddlers) show promising outcomes. (Brooks-Gunn, Berlin, & Fuligni, 2000; Love et al., 2002; Yoshikawa, 1995). Parents who receive these services are more emotionally supportive, less detached, and have more positive interactions with their children than control group families (Love et al., 2002).
- ① Effective early education programs include a parent-training component. Parent instruction focuses on behavior management skills, increasing positive interactions, increasing children's prosocial behavior, and child guidance procedures (Feil, Severson, & Walker, 1998; Forness et al., 2000; Strain & Timm, 2001; Strain, Young, & Horowitz, 1981; Walker et al., 1998; Webster-Stratton, 1998; Webster-Stratton, Reid, & Hammond, 2001).





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Early education environments should be structured to provide universal, secondary, and indicated prevention and intervention practices. There are promising data indicating that the adoption of this model as a program-wide approach results in positive outcomes for children, families, and the programs that support them (Dunlap, Fox, & Hemmeter, 2004).

At the universal level, all children should receive sufficient density of positive feedback from their caregivers (Shores, Gunter, & Jack, 1993; Shores, Jack, Gunter, Ellis, Debrine, & Wehby, 1993). Early educators should maintain a predictable schedule, minimize transitions, provide visual reminders of rules, give time and attention for appropriate behavior, use positive reinforcement to promote appropriate behavior, provide choices where appropriate, and maximize child engagement to minimize problem behaviors (Laus, Danko, Lawry, Strain, & Smith, 1999; Lawry, Danko, & Strain, 1999; Strain & Hemmeter, 1999).

At the secondary level, a social skills curriculum should be adopted and implemented. Research indicates that systematic efforts to promote children's social competence can have both preventive and remedial effects (Walker et al., 1998; Webster-Stratton & Reid, 2004).

At the tertiary (or intervention) level, assessment-based interventions that are developed through the process of Positive Behavior Support (PBS) have been shown to be effective (Blair, Umbreit, & Bos, 1999; Blair, Umbreit, & Eck, 2000; Dunlap & Fox, 1999; Galensky, Miltenberger, Stricker, & Garlinghouse, 2001; Moes & Frea, 2000; Reeve & Carr, 2000). In PBS, early educators team with families to determine the function of problem behavior through functional behavior assessment and then develop a behavior support plan that is implemented across all environments.

While we have good evidence that the trajectory of a child's social and emotional development and challenging behavior can be changed, the field lacks the necessary information to ensure the adoption and sustainability of these program practices. Our current knowledge comes from model programs or research endeavors. Little information exists on how to ensure the widespread adoption and sustainability of these practices within community-based programs. Given the wealth of knowledge of what practices will work, the priority should be on supporting the demand for, adoption of, and funding for evidence-based approaches.

Continued on page 3...

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- I. Understanding the Broad Range of Social and interpersonal skills and problems (cont.)
 - A. Focus on Individual Students (cont.)
 - 1. Promoting Healthy Development(cont.)

Early & Middle Childhood



Publication #2011-07

WHAT WORKS FOR PROMOTING AND ENHANCING POSITIVE SOCIAL SKILLS: Lessons from Experimental Evaluations of Programs and Interventions

Tawana Bandy, B.S. and Kristin A. Moore, Ph.D.

March 2011

OVERVIEW

Positive social skills are recognized as critical for healthy social development. Children with positive social skills are more likely to have high self-esteem, have positive relationships with peers,¹ and achieve in school.² Moreover, research finds that positive social skills are associated with positive later life outcomes, such as successful marriages and careers.³ On the other hand, deficits in social skills are related to aggressive behaviors, such as bullying, fighting and delinquency.⁴ Identification of intervention strategies and practices that promote social skills can help increase the likelihood of positive outcomes for children and adolescents, and reduce the occurrence of negative outcomes.

This *Fact Sheet* reviews 38 rigorously evaluated programs to identify what works to promote positive social skills among children and adolescents (such as getting along with others, expressing empathy to others, trying to resolve conflicts, and regulating emotions and behaviors). This literature review identifies practices that work, or do not work, to promote positive social skills. Most of these interventions include multiple components (for example, parent training, workshops and classroom-based curricula). For these interventions, it is not possible to determine the *specific practices* that are responsible for producing the impacts.

For the complete report, go to
[http://www.childtrends.org/wp-content/uploads/2011/03/
child_trends_2011_03_02_RB_WWSocialSkills.pdf](http://www.childtrends.org/wp-content/uploads/2011/03/child_trends_2011_03_02_RB_WWSocialSkills.pdf)

Measuring Elementary School Students’ Social and Emotional Skills

Providing Educators with Tools to Measure and Monitor Social and Emotional Skills that Lead to Academic Success

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Social and emotional skills include a broad set of competencies. While it would be ideal to focus on all of them, it is not necessarily feasible for a single program or school to do so. Aware of the constraints on schools and other academic programs, the Foundation commissioned Child Trends to narrow the field of possibilities to a specific set of skills that schools or academic programs could reasonably focus on to increase student achievement (see **Figure 1**). Child Trends conducted a systematic literature review of different social and emotional skills. This original review identified approximately 15 different skills linked to academic and/or future adult success, such as self-control, responsibility, attentiveness, prosocial behavior, and mastery orientation. Child Trends further narrowed the list of skills to those which the literature suggested were:

- based on strong research that the skills lead to better long-term prospects for students,
- particularly malleable or can be taught and developed,
- empowering for children,
- appropriate for elementary-aged children to learn, and
- mutually reinforcing.

Based on these criteria, **Child Trends recommended that the Foundation focus on self-control, persistence, mastery orientation, and academic self-efficacy.**

To highlight the malleability of each skill, Child Trends also identified a small number of specific strategies for illustrative purposes that could be used to encourage the development of each of the skills. For example, teaching students coping strategies to deal with failure and setbacks is one way that educators can build students’ abilities to persist. Another example is that helping students set goals and engage in self assessment can foster students’ academic self-efficacy.

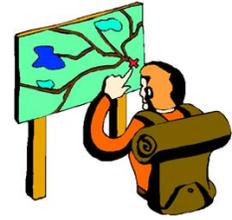
Notably, while each of the selected skills is distinct and has their own hallmark characteristics, they also relate to and reinforce each other. For example, students who can regulate their emotions and impulses are better able to persist in the face of challenges. Similarly, persistence may reinforce mastery orientation as the student focuses on working to successfully complete challenging tasks to master the work. Finally, in completing these challenging tasks, students gain in academic self-efficacy.

Figure 1: Selecting the Skills



- I. Understanding the Broad Range of Social and interpersonal skills and problems (cont.)
 - A. Focus on Individual Students (cont.)
 - 1. Promoting Healthy Development (cont.)

Adolescence



Child Trends Research Brief

www.childtrends.org

Excerpt:

Helping Teens Develop Healthy Social Skills and Relationships: What the Research Shows about Navigating Adolescence

By Elizabeth C. Hair, Ph.D., Justin Jager, and Sarah B. Garrett

...As they mature, adolescents' social skills are called upon to form and maintain relationships. Fortunately, with these relationships, especially those of high quality, come beneficial outcomes, such as psychological health, improved academic performance, and success in relationships as adults. Conversely, the absence of such quality relationships is associated with negative outcomes, such as delinquency and psychological problems.

To explore these critical but frequently ignored elements of adolescent development, Child Trends carried out a review of more than 360 research studies that relate to social competency in adolescence. (Social competence is defined as "the ability to achieve personal goals in social interaction while at the same time maintaining positive relationships with others over time and across situations.") With the goal of better understanding how adolescents gain the skills needed to engage in and maintain relationships, we examined the factors that lead to high-quality social relationships and good social skills, and we looked at intervention strategies that target these areas. Significantly, a number of intervention strategies have been evaluated in experimental studies and found to be effective...

SOCIAL RELATIONSHIPS

Parents

As expected, teens' relationships with their parents are strongly associated with teens' healthy social development. For example, the parent-child relationship is associated with the development of such social skills as conflict resolution and intimacy. In addition, good parent-child relationships appear to influence the development of other social relationships, such as relationships with friends and romantic partners and also affect adolescents' psychological and psychosocial development...

Siblings

Interactions with siblings can influence adolescents' relationship styles and whether they engage in delinquent behaviors. Good sibling ties can help protect teens from family stress and may enhance cognitive development...

Grandparents and Other Adult Family Members

Nonparental adults who are family members can serve as role models, teachers, and supporters to teens. More specifically, grandparents may serve as a source of support and influence, as well as provide information about family history and culture. There is very little research on the quality of teens' ties with other extended family members, such as aunts, uncles, and cousins...

Relationships with Adults Outside the Family

Teens' relationships with adults outside their families – teachers, mentors, neighbors, and unrelated adults who may be called “aunts” or “uncles” – can promote their social development. Respected older adults can teach social skills, model behavior, give positive or negative reinforcement, and introduce young people to diverse social interactions and contexts. These relationships can also provide advice, emotional support, companionship, opportunities for socialization, and even real-life examples of positive social relationships that teens may not find at home...

Relationships with Peers

Adolescents' social relationships with their peers, whether platonic or romantic, can promote social skills. Through their friendships, teens can develop constructive interpersonal skills, autonomy, positive mental health, self-confidence, and satisfaction with social support. In addition, interacting with friends helps teens learn to make joint decisions, express empathy, and deepen their perspectives. Positive peer relationships also appear to discourage aggression, emotional distress, and antisocial behaviors. Frequent dating among teens has been linked with poor academic performance and depression, but not with a decline in any particular social skills...

SOCIAL SKILLS

Interpersonal Skills

Conflict Resolution The development of skills to resolve conflicts is thought to be key to teens' social development. Teens who can communicate successfully and resolve conflicts are more likely to be accepted by their peers and to develop friendships. On average, girls may be better at conflict resolution, since they tend to be more positive in their social interactions and act in less hostile and coercive ways than boys. The recent discussion of “Alpha girls” is not reflected in current research-based literature...

Intimacy Teens with good intimacy skills, that is, those who are able to be emotionally close to another individual, are more interested in school, perform better academically, are better adjusted socially, and show stronger relationships with parents and peers than those who lack these skills. In addition, these teens have higher self-esteem and are less likely to be depressed or to take part in risky behaviors. Adolescents without intimacy skills are more likely to be anxious, depressed, and isolated...

Prosocial Behaviors Youth who are “prosocial” behave voluntarily in ways intended to benefit others. They are viewed as good problemsolvers, are considerate, and tend not to be aggressive. Adolescents who are resilient, warm, considerate, sociable, assertive, and not easily distracted tend to help others...

Individual Attributes

Self-Control and Behavior Regulation Adolescents who can regulate their behaviors and emotions are more likely to be viewed positively by peers and adults and less likely to have problems in relationships...

Social Confidence Adolescents who have social confidence – that is, those who are socially assertive and take the initiative in social situations – feel more accepted socially, less lonely, and less socially uncomfortable than their peers...

Empathy Empathy, or the ability to experience others' feelings, is key to successful relationships of all kinds. Teens who have healthy egos, who hold religious beliefs, and who are cooperative are more likely to be empathic than their peers without these traits.

I. Understanding the Broad Range of Social and interpersonal skills and problems (cont.)



A. Focus on Individual Students (cont.)

2. Range of Problems

- Classifying Social and Interpersonal Problems
- The Classification of Children and Adolescents' Social and Interpersonal Problems

I. Understanding the Broad Range of Social and interpersonal skills and problems (cont.)

A. Focus on Individual Students (cont.)

2. Range of Problems

Classifying Social and Interpersonal Problems

A large number of students are unhappy and emotionally upset; only a small percent are clinically depressed. A large number of youngsters have trouble behaving in classrooms; only a small percent have attention deficit or a conduct disorder. In some schools, large numbers of students have problems learning; only a few have learning disabilities. Individuals suffering from true internal pathology represent a relatively small segment of the population. A caring society tries to provide the best services for such individuals; doing so includes taking great care not to misdiagnose others whose "symptoms" may be similar, but are caused by factors other than internal pathology. Such misdiagnoses lead to policies and practices that exhaust available resources in ineffective ways. A better understanding of how the environment might cause problems and how focusing on changing the environment might prevent problems is essential.

Labeling Troubled and Troubling Youth: The Name Game

She's depressed.

*That kid's got an attention deficit
hyperactivity disorder.*

He's learning disabled.

What's in a name? Strong images are associated with diagnostic labels, and people act upon these images. Sometimes the images are useful generalizations; sometimes they are harmful stereotypes. Sometimes they guide practitioners toward good ways to help; sometimes they contribute to "blaming the victim" -- making young people the focus of intervention rather than pursuing system deficiencies that are causing the problem in the first place. In all cases, diagnostic labels can profoundly shape a person's future.

Youngsters manifesting emotional upset, misbehavior, and learning problems commonly are assigned psychiatric labels that were created to categorize internal disorders. Thus, there is increasing use of terms such as anxiety disorder, phobia, ADHD, depression, and LD. This happens despite the fact that the problems of

most youngsters are not rooted in internal pathology. Indeed, many of their troubling symptoms would not have developed if their environmental circumstances had been appropriately different.

Diagnosing Behavioral, Emotional, and Learning Problems

The thinking of those who study behavioral, emotional, and learning problems has long been dominated by models stressing *person* pathology. This is evident in discussions of cause, diagnosis, and intervention strategies. Because so much discussion focuses on person pathology, diagnostic systems have not been developed in ways that adequately account for psychosocial problems.

Many practitioners who use prevailing diagnostic labels understand that most problems in human functioning result from the interplay of person and environment. To counter nature *versus* nurture biases in thinking about problems, it helps to approach all diagnosis guided by a broad perspective of what determines human behavior.

A Broad View of Human Functioning

Before the 1920's, dominant thinking saw human behavior as determined primarily by person variables, especially inborn characteristics. As behaviorism gained in influence, a strong competing view arose. Behavior was seen as shaped by environmental influences, particularly the stimuli and reinforcers one encounters.

Today, human functioning is viewed in *transactional* terms -- as the product of a reciprocal interplay between person and environment (Bandura, 1978). However, prevailing approaches to labeling and addressing human problems still create the impression that problems are determined by *either* person or environment variables. This is both unfortunate and unnecessary - - unfortunate because such a view limits progress with respect to research and practice, unnecessary because a transactional view encompasses the position that problems may be caused by person, environment, or both. This broad paradigm encourages a comprehensive perspective of cause and correction.

Toward a Broad Framework

A broad framework offers a useful *starting* place for classifying behavioral, emotional, and learning problems in ways that avoid over-diagnosing internal pathology. Such problems can be differentiated along a continuum that separates those caused by internal factors, environmental variables, or a combination of both.

Problems caused by the environment are placed at one end of the continuum (referred to as Type I problems). At the other end are problems caused primarily by pathology within the person (Type III problems). In the middle are problems stemming from a relatively equal contribution of environmental and person sources (Type II problems).

Diagnostic labels meant to identify *extremely* dysfunctional problems *caused by pathological conditions within a person* are reserved for individuals who fit the Type III category.

At the other end of the continuum are individuals with problems arising from factors outside the person (i.e., Type I problems). Many people grow up in impoverished and hostile environmental circumstances. Such conditions should be considered first in hypothesizing what *initially* caused the individual's behavioral, emotional, and learning problems. (After environmental causes are ruled out, hypotheses about internal pathology become more viable.)

To provide a reference point in the middle of the continuum, a Type II category is used. This group consists of persons who do not function well in situations where their individual differences and minor vulnerabilities are poorly accommodated or are responded to hostilely. The problems of an individual in this group are a relatively equal product of person characteristics and failure of the environment to accommodate that individual.

There are, of course, variations along the continuum that do not precisely fit a category. That is, at each point between the extreme ends, environment-person transactions are the cause, but the degree to which each contributes to the problem varies. Toward the environment end of the continuum, environmental factors play a bigger role (represented as E<--->P). Toward the other end, person variables account for more of the problem (thus e<--->P).

Problems Categorized on a Continuum Using a Transactional View of the Primary Locus of Cause

Problems caused by factors in the environment (E)	Problems caused equally by environment and person	Problems caused by factors in the the person (P)
E	(E<---->p)	E<---->P
-----	-----	-----
Type I problems	Type II problems	Type III problems
<ul style="list-style-type: none"> caused primarily by environments and systems that are deficient and/or hostile 	<ul style="list-style-type: none"> caused primarily by a significant <i>mismatch</i> between individual differences and vulnerabilities and the nature of that person's environment (not by a person's pathology) 	<ul style="list-style-type: none"> caused primarily by person factors of a pathological nature
<ul style="list-style-type: none"> problems are mild to moderately severe and narrow to moderately pervasive 	<ul style="list-style-type: none"> problems are mild to moderately severe and pervasive 	<ul style="list-style-type: none"> problems are moderate to profoundly severe and moderate to broadly pervasive

Clearly, a simple continuum cannot do justice to the complexities associated with labeling and differentiating psychopathology and psychosocial problems. However, the above conceptual scheme shows the value of starting with a broad model of cause. In particular, it helps counter the tendency to jump prematurely to the conclusion that a problem is caused by deficiencies or pathology within the individual and thus can help combat the trend toward blaming the victim (Ryan, 1971). It also helps highlight the notion that improving the way the environment accommodates individual differences may be a sufficient intervention strategy.

There is a substantial community-serving component in policies and procedures for classifying and labeling exceptional children and in the various kinds of institutional arrangements made to take care of them. "To take care of them" can and should be read with two meanings: to give children help and to exclude them from the community.

Nicholas Hobbs

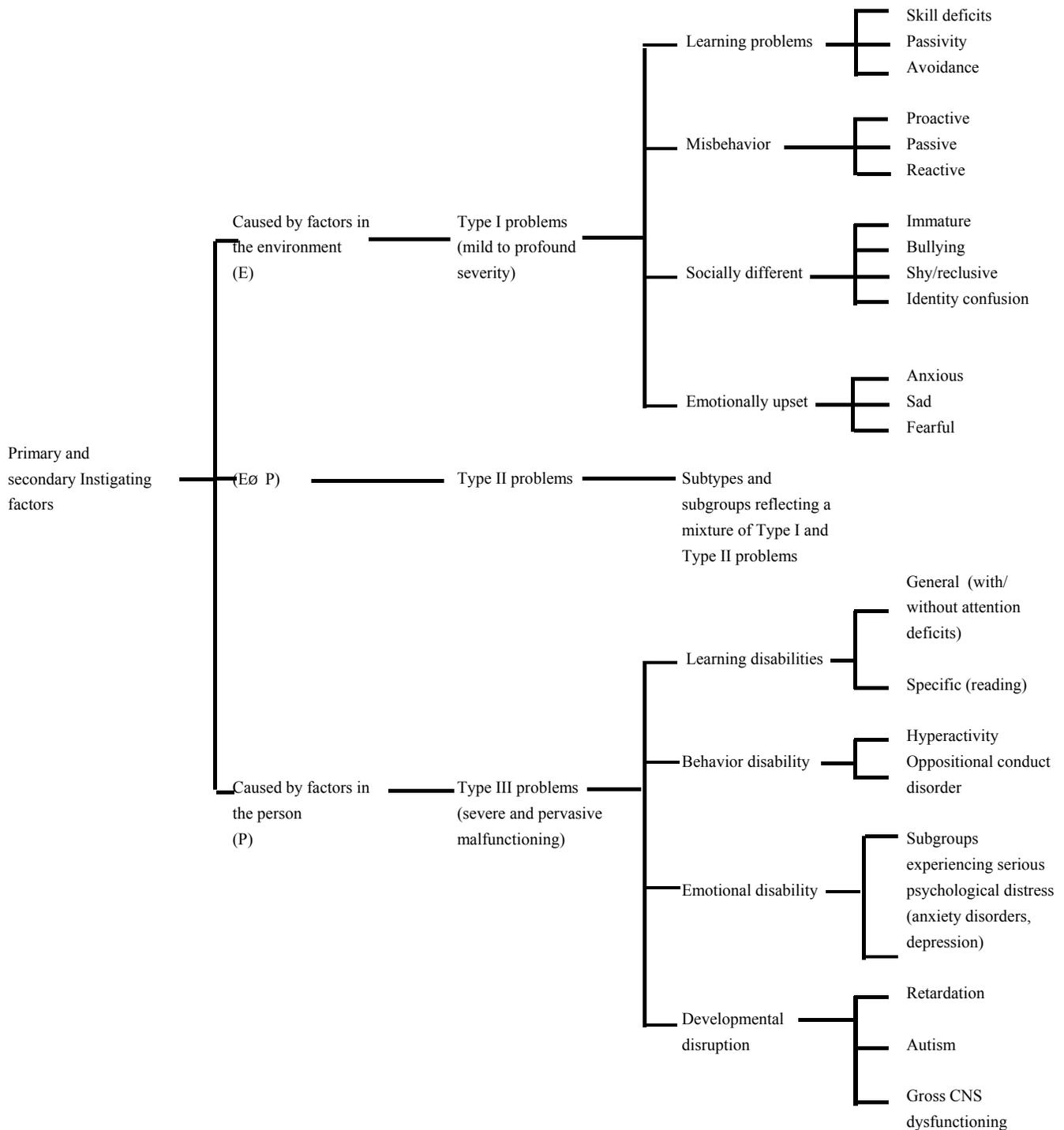
After the general groupings are identified, it becomes relevant to consider the value of differentiating subgroups or subtypes within each major type of problem. For example, subtypes for the Type III category might first differentiate behavioral, emotional, or learning problems arising from serious internal pathology (e.g., structural and functional malfunctioning within the person that causes disorders and disabilities and disrupts development). Then subtypes might be differentiated within each of these categories. For illustrative purposes: Figure 2 presents some ideas for subgrouping Type I and III problems.

References

Bandura, A. (1978). The self system in reciprocal determination. *American Psychologist*, 33, 344-358.

Ryan, W. (1971). *Blaming the victim*. New York: Random House.

Figure 2: Categorization of Type I, II, and III Problems



Source: H. S. Adelman and L. Taylor (1993). Learning problems and learning disabilities. Pacific Grove. Brooks/Cole. Reprinted with permission.

I. Understanding the Broad Range of Social and interpersonal skills and problems (cont.)

A. Focus on Individual Students (cont.)

2. Range of Problems (cont.)

○ **The Classification of Children & Adolescents**

Social and Interpersonal problems

The Classification of Child and Adolescent Mental Diagnosis in Primary Care (DSM-PC) developed by the American Academy of Pediatrics is a useful resource to help counter tendencies to overpathologize. The following is their approach to social behavior.

First, they highlight common developmental variations (Behaviors within the Range of Expected Behaviors for that age group) and then they clarify problems (behaviors serious enough to disrupt functioning with peers, at school, at home, but not severe enough to meet criteria of a mental disorder)

1. Developmental Variations: Behaviors within the Range of Expected Behaviors for That Age Group*

DEVELOPMENTAL VARIATION

Social Interaction Variation

Because of constitutional and/or psychological factors, children and adolescents will vary in their ability and desire to interact with other people. Less socially adept or desirous children do not have a problem as long as it does not interfere with their normal development and activities.

COMMON DEVELOPMENTAL PRESENTATIONS

Infancy

Infants exhibit a variety of individual differences in terms of reactivity to sensation (underreactive or overreactive), capacity to process information in auditory, visual modes, as well as motor tone, motor planning, and movement patterns. For example, some babies are underreactive to touch and sound, with low motor tone, and may appear self-absorbed and require a great deal of parental wooing and engagement to be responsive. The ease with which the caregivers can mobilize a baby by dealing with the infant's individually different pattern suggests a variation rather than a problem or disorder.

Early Childhood

The child is self-absorbed, enjoys solitary play, with and without fantasy, but can be wooed into relating and interacting by a caregiver who tailors his or her response to individual differences. The child may be slightly slower in his or her language development and not make friends easily.

Middle Childhood

The child may not make friends easily and be less socially adept. The child may prefer solitary play at times.

Adolescence

The adolescent has limited concern regarding popular dress, interests, and activities. The adolescent finds it difficult to make friends at times.

SPECIAL INFORMATION

Consider expressive language disorder or mixed receptive-expressive language disorder

* Adapted from *The Classification of Child and Adolescent Mental Diagnoses in Primary Care*. (1996) American Academy of Pediatrics

2. Problems--Behaviors Serious Enough to Disrupt Functioning with Peers, at School, at Home, but Not Severe Enough to Meet Criteria of a Mental Disorder.*

PROBLEM

Social Withdrawal Problem

The child's inability and/or desire to interact with people is limited enough to begin to interfere with the child's development and activities.

COMMON DEVELOPMENTAL PRESENTATIONS

Infancy

The infant has an unusually high threshold and/or low intensity of response, is irritable, difficult to console, overly complacent may exhibit head banging or other repetitive behavior. The infant requires persistent wooing and engagement, including, at times, highly pleasurable and challenging sensory and affective experiences, to keep from remaining self-absorbed and withdrawing.

Early Childhood

The child shows self-absorption, and prefers solitary play. The child has some verbal and/or nonverbal communication, is mildly compulsive, and shows rigid behaviors.

Middle Childhood

The child is very shy, reticent, shows an increased concern about order and rules, is socially isolated, rarely initiates peer interactions, and prefers solitary activities to peer group activities.

Adolescence

The adolescent shows difficulty in social situations, has limited friendships, is socially isolated, may be a "loner," prefers solitary activities to peer group activities, is reticent, has eccentric hobbies and interests, and has limited concern regarding popular styles of dress, behavior, or role models.

SPECIAL INFORMATION

Consider sensory impairments (vision, hearing).

Excessive sensory stimulation may increase anxiety and agitation.

There are children with initial symptoms severe enough to be considered as having an autistic disorder, who with appropriate and full intervention, will markedly improve.

*Adapted from *The Classification of Child and Adolescent Mental Diagnoses in Primary Care*. (1996) American Academy of Pediatrics

I. Understanding the Broad Range of Social and interpersonal skills and problems (cont.)



B. Focus on Bullying as a School-wide Problem

- Bullying: a Major Barrier to Student Learning
- Social-Emotional Learning and Bullying Prevention

I. Understanding the Broad Range of Social and interpersonal skills and problems (cont.)

B. Focus on Bullying as a School-wide Problem



Bullying: A major barrier to student learning

Estimates indicate that as many as 8 percent of urban junior and senior high school students miss one day of school each month because they are afraid to attend

School staff are painfully aware that bullying is by far the biggest violence problem on many school campuses in many countries. Bullying is repeated harassment, abuse, oppression, or intimidation of an other individual physically or psychologically. It can take the form of teasing, threatening, taunting, rejecting (socially isolating someone), hitting, stealing, and so forth. A bully is someone who engages in such acts fairly often. Bullies often claim they were provoked and appear to lack empathy for their victims.

Best estimates are that approximately 15% of students either bully or are bullied regularly. Direct physical bullying is reported as decreasing with age (peaking in the middle school). Verbal abuse seems not to abate. While more boys than girls are bullies, the problem is far from limited to males. Girls tend to use less direct strategies (e.g., spreading malicious rumors and shunning). Bullies may act alone or in groups.

As with other forms of violence, the conditions at school can minimize or worsen bullying. To reduce violence and promote well-being, schools must create caring, supportive, and safe environments and generate a sense of community.

Why Kids Bully and How Bullies Differ

Many underlying factors can lead to acting out or externalizing behavior. Those who bully tend to come from homes where problems are handled by physical punishment and physically striking out. This is frequently paired with care taking that lacks warmth and empathy.

From a motivational perspective, the roots are in experiences that threaten one's feelings of competence, self-determination, or relatedness to others or that directly produce negative feelings about such matters.

What causes acting out behavior to take the form of bullying is unclear. Initially, bullying behavior may be "modeled" and/or encouraged by significant others (e.g., imitating family members or peers).

Over time, it is likely that bullying develops because a youngster (1) finds the aggression enhances feelings of competence, self-determination, or connection with valued others and (2) perceives the

costs of bullying as less than the "benefits." Some bullies seem to use the behavior mostly as a reactive defense; others seem to find so much satisfaction in the behavior that it becomes a proactive way of life.

Unfortunately, much of the current literature on interventions to address bullying focuses on the behavior, per se. Too little attention is paid to underlying causes. Relatedly, there is little discussion of different types of bullying. And, solutions are often narrow programs (usually emphasizing only skill development), rather than comprehensive approaches to prevention and intervention.

When different types of bullying are considered, it helps interveners to differentiate how best to approach the problem. In particular, understanding the causes of the behavior helps place discussion of social/prosocial skills in proper context. Such understanding underscores that in many cases the problem is not one of undeveloped skills, and thus, the solution in such instances is not simply skill training. Indeed, the central task confronting the intervener often is to address motivational considerations. This encompasses the underlying motivation for not using already developed skills and/or finding ways to enhance motivation for acquiring and practicing under-developed skills.

For example, a great deal of bullying at school is done by groups "ganging up" on students who are "different." Many of those doing the bullying wouldn't engage in this activity on their own, and most probably know and can demonstrate appropriate social skills in other situations.

In this example, the cause of the problem indicates the focus of intervention should be on the subgroup and school culture, rather than specific individuals. Currently, this includes human relations programs (including strategies to enhance motivation to resist inappropriate peer pressure) and environment-oriented approaches (e.g., intended to create a sense of community and caring culture in schools). Such interventions require broad-based leadership on the part of staff and students. The essence of the work is to maximize inclusion of all students in the social support fabric of the school and, in the process, to minimize scapegoating and alienation.

Other students may bully in an attempt to feel a degree of mastery and control over situations in which their sense of competence is threatened by daily academic failure. These students often are expressing frustration and anger at the broader system by targeting someone more vulnerable than themselves. It is not uncommon for such students to have requisite social skills, but to

manifest them only in the absence of threats to their sense of well-being. Here, too, an understanding of cause can help interveners address the source of frustration.

In the American Educational Research Journal (2004), Watts and Erevelles stress that "most pragmatic responses to school violence seek to assign individual blame and to instill individual responsibility in students." From the perspective of the intersection of critical race theory and materialistic disability studies, they argue that "school violence is the result of the structural violence of oppressive social conditions that force students (especially low-income, male African American and Latino students) to feel vulnerable, angry, and resistant to the normative expectations of prison-like school environments."

Some students do lack social awareness and skills and end up bullying others because they lack the ability to establish positive peer relationships. Their problem often is compounded by the frustration and anger of not knowing alternatives. In such cases, probably any contemporary synthesis of social skills and any rigorous theory of moral development provide important insights and relevant frameworks to guide intervention.

A few other youngsters fall into a more proactive category of bullying. These are students whose behavior is not motivated by peer pressure, and they are not reacting to threats to their feelings of competence, self-determination, or connection to others. They are unmoved by efforts to create a caring community. Instead, they proactively, persistently, and chronically seek ways to intimidate others, apparently motivated by the "pleasure" they derive from their actions.

In the Forward to the fourth (2001) edition of Indicators of School Crime and Safety <http://www.ojp.usdoj.gov/bjs/pub/pdf/iscs01.pdf> Gary Phillips (Acting Commissioner of Education Statistics) & Lawrence Greenfeld (Acting Director of the Bureau of Justice Statistics) *state:*

The safety of our students, teachers, and staff at school continues to be the focus of considerable national attention. National indicators affirm that the levels of crime in school have continued to decline, that acts that promote fear and detract from learning are decreasing, and that students feel more safe in school than they did a few years ago. Despite declining rates, students ages 12 through 18 were victims of about 2.5 million crimes of violence or theft at school in 1999. Violence, theft, bullying, drugs, and firearms still remain problems in many schools throughout the country and periodically the news headlines relate the details of a tragic event in a school somewhere in America.

As the report stresses, the goal remains one of ensuring that schools are safe and secure places for all students, teachers, and staff members. "Without a safe learning environment, teachers cannot teach and students cannot learn."

By now it should be evident that bullying is a complex and multi-determined phenomenon. As such, comprehensive, multifaceted, and integrated approaches are needed to address the problem. These can be built on the resources of the family, teachers and other school staff, and community support networks. The process involves enhancing a caring and socially supportive climate throughout the school and in every classroom, as well as providing assistance to individual students and families.

As bullying becomes a hot political topic, there is a risk that bullying intervention will be another project-of-the-year for schools. If project thinking prevails, another golden opportunity to improve student support systems will be lost.

For those concerned with moving in new directions for student support, it is essential to resist "project mentality." Projects exacerbate the marginalization, fragmentation, counterproductive competition, and overspecialization that characterizes the student support enterprise.

Rather than pursuing one more discrete intervention, it is essential to use each initiative to catalyze and leverage systemic change. The aim should be to take another step toward transforming how schools go about ensuring that all students have an equal opportunity to succeed at school. This means proceeding in ways that establish a comprehensive, multifaceted, and cohesive approach so each school can address barriers to student learning effectively.

At this point, however, the first concern is staff development to enhance understanding of bullying.

See the specially developed Center Quick Training Aid entitled:

Bullying Prevention

<http://www.smhp.psych.ucla.edu/pdfdocs/quicktraining/bullyingprevention.pdf>

- I. Understanding the Broad Range of Social and interpersonal skills and problems (cont.)
 - B. Focus on Bullying as a School-wide Problem (cont.)

Social and Emotional Learning and Bullying Prevention

http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673//5367958ee4b0dbc1364dbb7b/1399297422536/3_SEL_and_Bullying_Prevention_2009.pdf

Excerpt from document by EDC, CASEL, and AIR

Overview: *While bullying is a pervasive problem in many schools, schools can take specific steps to improve the school climate and encourage positive interactions designed to reduce or prevent bullying. Schools using a social and emotional learning (SEL) framework can foster an overall climate of inclusion, warmth, and respect, and promote the development of core social and emotional skills among both students and staff. Because bullying prevention is entirely congruent with SEL, it can be embedded in a school's SEL framework. The aims of this brief are to (a) provide a basic description of a school-wide SEL framework, (b) illustrate the relationship between social and emotional factors and bullying, and (c) explain how an SEL framework can be extended to include bullying prevention.*

Research, Practices, Guidelines, and Resources

Bullying may be the most frequent form of school violence (Nansel et al., 2001). Surveys consistently indicate that almost one-quarter of all students experience hurtful interactions with peers on a monthly or daily basis (Dinkes, Cataldi, & Lin-Kelly, 2007).

State legislatures are increasingly requiring schools to develop and implement bullying prevention policies and approaches (National Council of State Legislatures, n.d.).¹ But even without these legislative mandates, many schools are addressing bullying as part of their efforts to create physically and emotionally safe learning environments.

Because much remains to be learned about best practices in bullying prevention, when schools seek to identify a bullying prevention program to implement, they face a confusing array of interventions, many of which have not been evaluated or have produced only marginal gains in reducing bullying behaviors (Merrell, Gueldner, Ross, & Isava, 2008).

Research does indicate, however, that multifaceted approaches to reducing bullying in schools are more likely to succeed than single-component programs. Such programs may include a *school-wide component* centered on training, awareness, monitoring, and assessment of bullying; a *classroom component* focused on reinforcing school-wide rules and building social and emotional skills, such as social problem solving and empathy; and an *intervention component* for students who are frequent targets or perpetrators of bullying. Programs directed at only one of these levels, or interventions designed only for the targets and perpetrators of bullying, are less likely to be effective (Birdthistle et al., 1999; Ttofi & Farrington, 2009; Vreeman & Carroll, 2007). When schools are able to scaffold bullying prevention onto a larger, more comprehensive framework for prevention and positive youth development, they strengthen their prevention efforts while also addressing some of the underlying contributing social, emotional, and environmental factors that can lead to bullying. A social and emotional learning (SEL) framework can serve just this purpose.

¹See <http://www.bullypolice.org> for a list of state-by-state laws and related information.

What Is SEL?

SEL is an educational movement gaining ground throughout the world. It focuses on the systematic development of a core set of social and emotional skills that help children more effectively handle life challenges and thrive in both their learning and their social environments. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the processes through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging social situations constructively.

CASEL has identified five core categories of social and emotional skills:

- ***Self-awareness***—accurately assessing one’s feelings, interests, values, and strengths/abilities, and maintaining a well-grounded sense of self-confidence
- ***Self-management***—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting personal and academic goals and then monitoring one’s progress toward achieving them; and expressing emotions constructively
- ***Social awareness***—taking the perspective of and empathizing with others; recognizing and appreciating individual and group similarities and differences; identifying and following societal standards of conduct; and recognizing and using family, school, and community resources
- ***Relationship skills***—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed
- ***Responsible decision-making***—making decisions based on consideration of ethical standards, safety concerns, appropriate standards of conduct, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one’s school and community

These skills allow children to calm themselves when angry, initiate friendships, resolve relationship conflicts respectfully, and make ethical and safe choices. To develop these capacities, children need to experience safe, nurturing, and well-managed environments where they feel valued and respected; to have meaningful interactions with others who are socially and emotionally competent; and to receive positive and specific guidance.

Many excellent SEL curricula and programs are available that provide sequential and developmentally appropriate instruction in SEL skills, and structured opportunities for children to practice, apply, and be recognized for using these skills throughout the day. SEL programs are ideally implemented in a coordinated manner throughout the school district, from preschool through high school. Lessons are reinforced in both classroom and non-classroom settings (such as the hallways, cafeteria, and

***II. Relationship of Social and Interpersonal
Strengths and Problems to School Outcomes:
What the Research Says***

- >Social Support Matters**
- >Relationship of Social Support to
Academic Adjustment**
- >Policy for a Non-cognitive Focus**

Social Support Matters: Longitudinal Effects of Social Support on Three Dimensions of School Engagement From Middle to High School

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Child Development, May/June 2012, Volume 83, Number 3, Pages 877–895

Abstract: This study examined the relative influence of adolescents' supportive relationships with teachers, peers, and parents on trajectories of different dimensions of school engagement from middle to high school and how these associations differed by gender and race or ethnicity. The sample consisted of 1,479 students (52% females, 56% African American). The average growth trajectories of school compliance, participation in extracurricular activities, school identification, and subjective valuing of learning decreased from 7th to 11th grades (mean ages = 12.9 years to 17.2 years). Different sources of social support were not equally important in their impact on school engagement, and the effect of these sources differed by the aspect of engagement studied. For instance, peer social support predicted adolescents' school compliance more strongly and school identification less strongly than teacher social support.

...

In general, researchers argue that school engagement declines over the course of an adolescent's academic career, in part, due to changes in the social context that adolescents experience as they move into and through secondary school (e.g., larger school, less teacher–student interaction, and shifts in social support from teachers, peers, and parents. ...

Through their actions in the school or classroom, teachers can convey a sense of caring, respect, and appreciation for their students that may lead to students' greater engagement in school. *Teacher social support* predicts a range of indicators of behavioral, emotional, and cognitive engagement (Wang & Holcombe, 2010). Students who feel supported socially by teachers tend to exhibit greater compliance with a teacher's expectations, which, in turn, should reduce their involvement in distractive and deviant behaviors (Birch & Ladd, 1997; Garnefski & Diekstra, 1996). Increased teacher social support also leads to increases in students' liking of school and improves students' achievement outcomes (Roeser, Eccles, & Sameroff, 1998). Students who perceive their teachers to be caring report feelings of "school belongingness" (Roeser, Midgley, & Urdan, 1996) as well as increased interest and enjoyment in school (Wentzel, 1998). In addition, when students feel socially supported by teachers, they are more likely to focus on mastery goals as well as experience lower levels of task engagement anxiety (Stipek, 2002).

...

Peer social support is critical during adolescence. Feelings of peer support and acceptance fulfill adolescents' need for relatedness and help them to develop a sense of satisfaction in school. Friendships characterized by positive features (self-disclosure, prosocial behavior, and support) are linked to increased involvement in school whereas friendships typified by negative features (conflict and rivalry) are associated with disengagement from school (Berndt & Keefe, 1995; Kurdek & Sinclair, 2000). Students with positive peer relationships at school are more behaviorally and emotionally engaged in school (Garcia-Reid, 2007). In contrast, peer rejection increases the risk for misconduct, and lower participation and interest in school (French & Conrad, 2001). Although few studies have looked at the role of peer social support on cognitive engagement, there is evidence to suggest that adolescents develop both confidence and competence in discussing points of view and critiquing each other's work when they feel peer acceptance for academic accomplishment. ...-

Parental social support can foster adolescents' school outcomes (Eccles, Wigfield, & Schiefele, 1998; Simons-Morton & Chen, 2009). A variety of elements of the family context are related to school engagement including a child's feelings of relatedness to the parents, positive parent-child interactions, and the parenting style adopted (Steinberg, 1996). Adolescents from supportive homes are more likely to be involved in prosocial activities, to be interested in and actively participate in school, and to avoid getting into trouble at school (Anderson, Sabatelli, & Kosutic, 2007; Wang, Dishion, Stormshak, & Willett, 2011). Firm but receptive parenting is positively connected to adolescents' academic engagement and success, whereas hostile parenting is associated with poorer academic grades and task oriented beliefs and behaviors (Furrer & Skinner, 2003; Wolley & Bowen, 2007). Furthermore, adolescents' perceptions of support and care from parents enhance both academic motivation and mastery goal orientations—both of which are linked to cognitive engagement (Wentzel, 1998)

Relationship between Multiple Sources of Perceived Social Support and Psychological and Academic Adjustment in Early Adolescence: Comparisons across Gender

S.Y. Rueger, C.K. Malecki, M.K. Demaray (2010). *Journal of Youth and Adolescence*, 39 47-61.

Abstract: The current study investigated gender differences in the relationship between sources of perceived support (parent, teacher, classmate, friend, school) and psychological and academic adjustment in a sample of 636 (49% male) middle school students. Longitudinal data were collected at two time points in the same school year. The study provided psychometric support for the Child and Adolescent Social Support Scale (Malecki et al., A working manual on the development of the Child and Adolescent Social Support Scale (2000). Unpublished manuscript, Northern Illinois University, 2003) across gender, and demonstrated gender differences in perceptions of support in early adolescence. In addition, there were significant associations between all sources of support with depressive symptoms, anxiety, self-esteem, and academic adjustment, but fewer significant unique effects of each source. Parental support was a robust unique predictor of adjustment for both boys and girls, and classmates' support was a robust unique predictor for boys. These results illustrate the importance of examining gender differences in the social experience of adolescents with careful attention to measurement and analytic issues.

<http://eric.ed.gov/?id=EJ867257>

Ready To Be Counted: The Research Case for Education Policy Action on Non-Cognitive Skills

A Working Paper by Chris Gabrieli, Dana Ansel, PhD, and Sara Bartolino Krachman December 2015

www.transformingeducation.org

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III. What Schools Can Do



A. Promoting Social and Interpersonal Skills

1. Using Natural Opportunities
2. Formal Curricula and Approaches to Enhance Skills



B. Interventions When Problems are First Noticed



C. Interventions and Accommodations for Serious and Chronic Problems

III.What Schools Can Do (cont.)

A. Promoting Social and Interpersonal Skills



1. Using Natural Opportunities

- Natural Opportunities
- Welcoming Strategies for Newly Arrived Students and Their Families
- Support for Transitions: Articulation Programs

III. What Schools Can Do

A. Promoting Social and Interpersonal Skills

1. Natural Opportunities

Natural Opportunities to Promote Social-Emotional Learning and MH
(<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>)

In some form or another, every school has goals that emphasize a desire to enhance students' personal and social functioning. Such goals can be seen as reflecting views that social and emotional growth has an important role to play in

- enhancing the daily smooth functioning of schools and the emergence of a safe, caring, and supportive school climate
- facilitating students' holistic development
- enabling student motivation and capability for academic learning
- optimizing life beyond schooling.

Sadly, the stated goals too often are not connected to daily practices at a school. This seems to be even more the case as increasing accountability demands mount for quick academic gains on achievement tests. Thus, at the same time that calls for attending to social and emotional learning grow louder and a variety of programs report promising research findings, the focus on such matters continues to be marginalized for the most part in schools.

Some schools, of course, do provide prominent demonstrations of curriculum-based approaches to promote social-emotional learning and incorporate character education (including programs designed to address risk factors and prevent problems). Others have programs that pair students with mentors or engage students in helping peers or encourage participation in "service learning" activity, and so forth. District-wide, however, a full-scale commitment to such programs is rare.

And, the situation is unlikely to change as long as the focus on social and emotional learning is viewed as taking time away from efforts to increase achievement test scores.

Given the last point, those concerned with promoting social-emotional learning need to place greater emphasis on strategies that can capitalize on *natural* opportunities at schools (and that can minimize transactions that interfere with positive growth. In keeping with this notion, our focus here is on (1) outlining a range of natural opportunities, (2) highlighting key principles underlying efforts to use such opportunities, and (3) suggesting who might take the lead in developing strategies for capitalizing on them. We conclude by suggesting it is time for a shift in research and training priorities and agendas.

What are Natural Opportunities?

The table on the next page offers examples of natural opportunities at schools for promoting personal and social growth. They are grouped into four categories:

- daily opportunities
- yearly patterns
- transitions
- early after the onset of student problems.

In effect, natural opportunities are one of the most authentic examples of "teachable moments." A few points about each will help clarify this point.

The center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 Phone: (310) 825-3634. Support comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health, with co-funding from the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services.

Table

Examples of *Natural Opportunities at School to Promote Social-Emotional Learning & MH*

I. *Using Natural Daily Opportunities*

- A. In the classroom (e.g., as students relate to each other and to staff during class and group instruction; as essential aspects of cooperative learning and peer sharing and tutoring; as one facet of addressing interpersonal and learning problems)
- B. School-wide (e.g., providing roles for all students to be positive helpers and leaders throughout the school and community; engaging students in strategies to enhance a caring, supportive, and safe school climate; as essential aspects of conflict resolution and crisis prevention)

II. *In Response to Yearly Patterns* – Schools have a yearly rhythm, changing with the cycle and demands of the school calendar. The following are examples of monthly themes the Center has developed for schools to draw upon and go beyond. The idea is to establish focal points for minimizing potential problems and pursuing natural opportunities to promote social-emotional learning.

- A. September – *Getting off to a Good Start*
- B. October – *Enabling School Adjustment*
- C. November – *Responding to Referrals in Ways That Can "Stem the Tide"*
- D. December – *Re-engaging Students: Using a student's time off in ways that pay off!*
- E. January – *New Year's Resolutions — A Time for Renewal; A New Start for Everyone*
- F. February – *The Mid-Point of a School Year - Report Cards & Conferences: Another Barrier or a Challenging Opportunity*
- G. March – *Reducing Stress; Preventing Burnout*
- H. April – *Spring Can Be a High Risk Time for Students*
- I. May – *Time to Help Students & Families Plan Successful Transitions to a New Grade or School*
- J. June – *Summer and the Living Aint Easy*
- K. July – *Using "Down Time" to Plan Better Ways to Work Together in Providing Learning Supports*
- L. August – *Now is the Time to Develop Ways to Avoid Burnout*

III. *During Transitions*

- A. Daily (e.g., capturing opportunities before school, during breaks, lunch, afterschool)
- B. Newcomers (e.g., as part of welcoming and social support processes; in addressing school adjustment difficulties)
- C. Grade-to-grade (e.g., preparing students for the next year; addressing adjustment difficulties as the year begins)

IV. *At the First Indication that a Student is Experiencing Problems* – Enhancing social and emotional functioning is a natural focus of early-after-onset interventions for learning, behavior, and emotional problems.

Daily opportunities. Schools are social milieus. Each day in the classroom and around the school students interact with their peers and various adults in formal and informal ways. Every encounter, positive and negative, represents a potential learning experience. All school staff, and especially teachers, can be taught ways to use the encounters to minimize transactions that work against positive growth and to capitalize on many opportunities to enhance social emotional learning.

Appreciation of what needs attention can be garnered readily by looking at the school day through the lens of goals for personal and social functioning. Is instruction carried out in ways that strengthen or hinder development of interpersonal skills and connections and student understanding of self and others? Is cooperative learning and sharing promoted? Is inappropriate competition minimized? Are interpersonal conflicts mainly suppressed or are they used as learning opportunities? Are roles provided for all students to be positive helpers throughout the school and community?

Of course, appreciating problems and opportunities is not enough. Pre- and in-service education must focus on teaching those working in schools how to minimize what's going wrong and enable personal and social growth.

Yearly patterns. The culture of most schools yields fairly predictable patterns over the course of the year. The beginning of the school year, for example, typically is a period of hope. As the year progresses, a variety of stressors are encountered. Examples include homework assignments that are experienced as increasingly difficult, interpersonal conflicts, and testing and grading pressures. There also are special circumstances associated with holidays, social events, sports, grade promotions, and graduation. Each month strategies can be implemented that encourage school staff to minimize stressors and enhance coping through social-emotional learning and shared problem solving. To support such efforts, the Center has developed a set of monthly themes as examples for schools to draw upon and go beyond. (See the Center website for a description of how to pursue such themes.) One set of examples are listed in the Table; other themes are readily generated. The point is to establish a focus each month and build the capacity of school staff to evolve the school culture in ways that reduce unnecessary stressors and naturally promote social and emotional development.

Transitions. Students are regularly confronted with a variety of transitions – changing schools, changing grades, and encountering a range of other minor and major transitory demands. Such transitions are ever present and usually are not a customary focus of institutionalized efforts to support students. Every attitudes and reduce alienation.

Schools need to build their capacity to address transitions proactively and in the process to be guided by their goals for enhancing personal and social functioning. Examples of school-wide and classroom-specific opportunities include a focus on welcoming new arrivals (students, their families, staff); providing ongoing social supports as students adjust to new grades, new schools, new programs; and using before and after-school and inter-session activities as times for ensuring generalization and enrichment of such learning.

Early after the onset of student problems. Stated simply, every student problem represents a need and an opportunity for learning – and often what needs to be learned falls into the social-emotional arena. Whatever the first response is when a problem arises, the second response should include on focus on promoting personal and social growth.

Some Key Principles Underlying Efforts to Use Teachable Moments

A natural focus on social and emotional learning at school should be built upon the same fundamental principles that are advocated in discussions of good schooling and teaching in a democracy. This means, first and foremost, addressing principles reflecting overlapping concerns about distributive justice (equity and fairness) and empowerment. Adherence to such concerns requires that school staff have

- clarity about the respective rights and obligations of all stakeholders
- the time, training, skills, and institutional and collegial support necessary to build relationships of mutual trust, respect, equality, and appropriate risk-taking
- the motivation and skill to create an accepting, caring, and safe environment and account for distinctive needs, assets, and other forms of diversity.

At a minimum, when designing and implementing instruction, practices must not have a negative impact on social and emotional growth. To this end, teachers should

- tailor processes so they are a good fit to the learner in terms of *both* motivation and capability (i.e., meet learners where they are)
- deal with students holistically and developmentally, as individuals and as part of a family, neighborhood, and community.

With a view to designing academic instruction in ways that will also enhance social and emotional learning, teachers should

- offer real choices and involve students in meaningful decision making
- contextualize and make learning authentic, including use of real life situations and “mentors”
- foster joint student learning activity and products.

And, all the above also are applicable when pursuing the “teachable moments” that arise during other natural opportunities.

Making it Happen

Increasing a school’s focus on natural opportunities for personal and social growth requires advocacy, planning, and building the capacity of school staff. At most schools, student support professionals represent natural leaders for pursuing all this. As a starting point, such staff can form a small work group dedicated to moving the agenda forward.

The functions for a work group include:

- developing a “map” of natural opportunities for promoting social-emotional development
- delineating ways in which students experience transactions that interfere with positive growth
- clarifying ways for staff to minimize negative experiences and maximize use of opportunities to promote positive growth
- providing a variety of learning opportunities for staff related to each of the above.

III. What Schools Can Do (cont.)

A. Promoting Social and Interpersonal Skills (cont.)

1. Natural Opportunities (cont.)

Welcoming Strategies for Newly Arrived Students & Their Families

Starting a new school can be scary. Those concerned with mental health in schools can play important prevention and therapeutic roles by helping a school establish a welcoming program and ways to provide ongoing social support.

Special attention must be directed at providing Office Staff with training and resources so they can create a welcoming and supportive atmosphere to everyone who enters the school. And, of course, there must be workshops and follow-up assistance for teachers to help them establish welcoming procedures and materials.

Start simple. For example, assist teachers in establishing a few basic ways to help new students feel welcome and part of things, such as

- giving the student a *Welcome Folder*

A folder with the student's name, containing welcoming materials and information, such as a welcome booklet and information about fun activities at the school.

- assigning a *Peer Buddy*

Train students to be a special friend

- > to show the new student around
- > to sit next to the new student
- > to take the new student to recess and lunch to meet schoolmates

Some parents are not sure how to interact with the school. Two ways to help new parents feel welcome and a part of things are to establish processes whereby teachers

- invite parents to a *Welcoming Conference*

This is meant as a chance for parents to get to know the teacher and school and for the teacher to facilitate positive connections between parent and school such as helping the parents connect with a school activity in which they seem interested. The emphasis is on *Welcoming* -- thus, any written material given out at this time specifically states WELCOME and is limited to simple orientation information. To the degree feasible, such material is made available in the various languages of those likely to enroll at the school.

- connect parents with a *Parent Peer Buddy*

Identify some parents who are willing to be a special friend to introduce the new parent around, to contact them about special activities and take them the first time, and so forth.

The following list are additional examples of prevention-oriented welcoming and social support strategies for minimizing negative experiences and ensuring positive outreach.

1. **FRONT DOOR:** Set up a Welcoming Table (identified with a welcoming sign) at the front entrance to the school and recruit and train volunteers to meet and greet everyone who comes through the door.
2. **FRONT OFFICE:** Work with the Office Staff to create ways to meet and greet strangers with a smile and an inviting atmosphere. Provide them with welcoming materials and information sheets regarding registration steps (with appropriate translations). Encourage the use of volunteers in the office so that there are sufficient resources to take the necessary time to greet and assist new students and families. It helps to have a designated registrar and even designated registration times.
3. **WELCOMING MATERIALS:** Prepare a booklet that clearly says WELCOME and provides some helpful info about who's who at the school, what types of assistance are available to new students and families, and offers tips about how the school runs. (Avoid using this as a place to lay down the rules; that can be rather an uninviting first contact.) Prepare other materials to assist students and families in making the transition and connecting with ongoing activities.
4. **STUDENT GREETERS:** Establish a Student Welcoming Club (perhaps the student council or leadership class can make this a project). These students can provide tours and some orientation (including initial introduction to key staff).
5. **PARENT/VOLUNTEER GREETERS:** Establish a General Welcoming Club of parents and/or volunteers who provide regular tours and orientations (including initial introduction to key staff). Develop a Welcoming Video.
6. **WELCOMING BULLETIN BOARD:** Dedicate a bulletin board (somewhere near the entrance to the school) that says WELCOME

and includes such things as pictures of school staff, a diagram of the school and its facilities, pictures of students who entered the school during the past 1-2 weeks, information on tours and orientations, special meetings for new students, and so forth.

7. **CLASSROOM GREETERS:** Each teacher should have several students who are willing and able to greet strangers who come to the classroom. Recent arrivals often are interested in welcoming the next set of new enrollees.
8. **CLASSROOM INTRODUCTION:** Each teacher should have a plan to assist new students and families in making a smooth transition into the class. This includes ways to introduce the student to classmates as soon as the student arrives. (Some teachers may want to arrange with the office specified times for bringing a new student to the class.) An introductory Welcoming Conference should be conducted with the student and family as soon as feasible. A useful Welcoming aid is to present both the student and the family member with Welcoming Folders (or some other welcoming gift such as coupons from local businesses that have adopted the school).
9. **PEER BUDDIES:** In addition to the classroom greeter, a teacher can have several students who are trained to be a special buddy to a new student for a couple of weeks (and hopefully thereafter). This can provide the type of social support that allows a new student to learn about the school culture and how to become involved in activities.

10. **OUTREACH FROM ORGANIZED GROUPS:** Establish a way for representatives of organized student and parent groups (including the PTSA) to make direct contact with new students and families to invite them to learn about activities and to assist them in joining in when they find activities that appeal to them.
11. **SUPPORT GROUPS:** Offer groups designed to help new students and families learn about the community and the school and to allow them to express concerns and have them addressed. Such groups also allow them to connect with each other as another form of social support.
12. **ONGOING POSITIVE CONTACTS:** Develop a variety of ways students and their families can feel an ongoing connection with the school and classroom (e.g., opportunities to volunteer, positive feedback regarding participation, letters home that tell “all about what’s happening”)



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III. What Schools Can Do (cont.)

A. Promoting Social and Interpersonal Skills (cont.)

1. Natural Opportunities (cont.)

Support for Transitions: Articulation Programs

Students and their families are involved in important transitions every day and throughout the years of schooling. It has taken a long time for schools to face up to the necessity of establishing a full range of transition programs. A good beginning has been made, but there is much more to do. (See Center's Quick Find on *Transition Programs*.)

Interventions to enable successful transitions clearly make a significant difference in how motivationally ready and able youngsters are to benefit from schooling. For example, available evidence supports the positive impact of early childhood programs in preparing young children for school; before-and after-school programs help keep kids safe and steer them away from crime; welcoming and social support programs facilitate the assimilation of newcomers to a school; transition interventions allow students to smoothly use special education programs and are essential for the success of inclusionary policies.

As the end of a school year approaches, a major mental health concern is how well schools will support the transition of students to the next grade or from elementary to middle school and from middle to high school. Although many students make such transitions with little apparent difficulty, it is evident that significant numbers do not. Any youngster may experience academic, social, and emotional challenges in negotiating the move to the next level. Dropouts (pushouts?) occur with too great a frequency between middle and high school and even between elementary and middle school. The problem calls for well-designed transition interventions – usually called articulation programs.

Key Elements

What are the key elements of an articulation program? Some are designed for all students; others target those seen as likely to have difficulty making the transition. Some are designed for a relatively short period just before the transition (e.g., 1-2 weeks). Others begin the process at mid year. A few continue the process into the new setting. All approaches involve some form of activity to reduce anxiety by addressing concerns and enhancing ability.

Attention is given to:

- providing information and transition counseling, including making orientation and “warm-up” visits when feasible;
- teaching “survival” skills;

- training and helping teachers and support staff identify potential transition problems quickly and redesign classroom and school-wide transition tasks so they are not barriers;
- ensuring social support, such as student-to-student and family-to-family “buddy” programs; (This may involve linking students who are making the transition and/or, in the case of transitions to middle or high school, providing an older peer buddy in the new setting. Also, for middle and high school transitions, home rooms have been used to provide support networks and supportive guidance and counseling.)
- ensuring the family is prepared to provide transition support for the student – including seeking assistance as soon as there is an indication that the transition is a problem.

An even broader approach involves working on the whole school environment to make it more welcoming, caring, and supportive of all newcomers and especially those who are having difficulty.

Finally, some efforts focus on priming new settings to accommodate the needs of specific students and monitoring transitions to detect transition problems and then providing special assistance.

An Example

Over the years, a variety of projects have demonstrated the value of articulation programs. For example, in 1997, Sheets et al. reported on *Bridge*, a program designed to ease the transition between middle and high school. It is a one-semester program for all incoming ninth grade students, providing them with activities that promote academic achievement, responsibility, school spirit, fellowship, acceptance, and empowerment. Non-Bridge ninth graders had a 22% withdrawal rate from school (dropouts and transfers) while only 5% of Bridge ninth graders withdrew. Bridge students were disciplined less (22%) than controls (34%). As tenth graders, Bridge students averaged 75.8% of their grades above C (controls averaged 68% of grades above C).

See: Sheets, R.A., Izard-Baldwin, G., & Atterberry, P. (December, 1997). *Bridge: A Program Designed to Ease the Transition from the Middle Level to the High School. Bulletin, 81*(593). National Association of Secondary School Principals. For more info, contact gizard@cks.ssd.k12.wa.us.

Dilbert's Rules of Order

Needing someone is like needing a parachute. If they aren't there the first time, chances are you won't be needing them again.

III. What Schools Can Do (cont.)

A. Promoting Social and Interpersonal Skills (cont.)

2. Formal Curricula



Collaborative for Academic, Social, and Emotional Learning



ABOUT

WHAT IS SEL?

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SEL IN POLICY

SEL RESEARCH

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Recent Research

CASEL Guide Online

Effective Social and Emotional Learning Programs

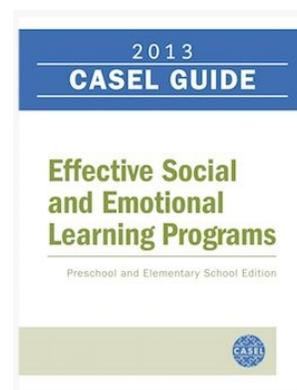
The Missing Piece

A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools

2013 CASEL Guide: Effective Social and Emotional Learning Programs – Preschool and Elementary School Edition

<http://www.casel.org/preschool-and-elementary-edition-casel-guide>

The CASEL *Guide* provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The *Guide* also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice.



We are grateful to the *1440 Foundation*, the *Einhorn Family Charitable Trust*, and *NoVo Foundation* for their generous support of this effort. We also thank the many SEL program developers and researchers who have generously and graciously shared their evaluation reports, curriculum materials, and professional learning strategies during our extensive review process. And we express our sincere appreciation to the CASEL board of directors and the team of colleagues at CASEL and the *University of Illinois at Chicago Social and Emotional Learning Research Group* who produced this guide.

Webinar on how to use the guide --

<http://www.youtube.com/watch?v=JiqkUpSebZk>



Collaborative for Academic, Social, and Emotional Learning



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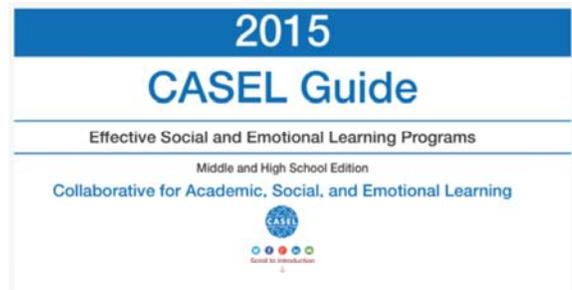
A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools

2015 CASEL Guide: Effective Social and Emotional Learning Programs -- Middle and High School Edition

<http://www.casel.org/middle-and-high-school-edition-casel-guide>

Thank you for your interest in the 2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition. The CASEL Guide provides a systematic framework for evaluating the quality of social and emotional programs and

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Webinar on how to use the guide --
<http://www.youtube.com/watch?v=JiqkUpSebZk>



Best Practices <http://www.rucharakter.org/BestPractices/>



"What a great idea! I'll have to remember that." All of us have said those words at some point in time, and most of us have forgotten that great idea. This section is of benefit to teachers who are looking for innovative ideas in character education and are hungry for approaches that will engage their students. It contains programs, activities, and strategies that were originally implemented in actual classrooms in New Jersey. Some provide imaginative ways of weaving character into the curriculum, others deal with inculcating good sportsmanship or cooperation in larger groups, and a few describe school-wide initiatives that light the fire with a spirited approach. All of them have been honored as Promising Practices by the Character Education Partnership or as Best Practices by the New Jersey Department of Education.

Elementary Schools

High Schools

Middle Schools

CAP Program Partners

If you are looking for novel ways to build character, you will be sure to find one here. A special bonus: all the practices address New Jersey Core Curriculum Standards, which are listed for you. Happy Hunting!

Teaching and Learning

<http://www.schoolclimate.org/guidelines/teachingandlearning.php>

Excerpts

Understanding

Teaching and learning is the primary task for K-12 schools. And, improving instruction is a primary goal for school climate improvement efforts.

Educators—like parents—are always social, emotional, ethical and civic teachers. The only question is to what extent we are doing so consciously, intentionally, systemically and helpfully!

What are the competencies and dispositions that we want and need to promote? There is not “one list” of social, emotional and civic competencies / dispositions that practitioners and scholars adhere to. Perhaps the most commonly used list grows out of the work of the Collaborative for Academic, Social and Emotional Learning (CASEL). This conceptualization is based on the idea that there are five key sets of social emotional learning/emotional intelligence skills: (i) self awareness; (ii) social awareness; (iii) self management and organization; (iv) responsible decision making; and, (v) relationship management. This list has importantly shaped a number of state and district level social emotional learning standards, which we describe below. For a recent summary of this that has been developed by Kress and Elias (see <http://www.schoolclimate.org/guidelines/documents/socialemotioncomp1.pdf>).

An overlapping but somewhat different listing was developed by our Center and the New York State Center for School Safety. This overlapping list is grounded in the notion that there are three essential aspects to social, emotional and civic abilities: (1) the ability to “decode” or read self and others (reflective and empathic capacities) and then use this information to (2) solve real problems in flexible and creative ways and (3) be a social, emotional and civic learner (e.g. learning to control one’s impulses; to communicate directly and clearly; to make and be a friend and more). To see this list, go to <http://www.schoolclimate.org/guidelines/documents/socialemotioncomp2.pdf>.

Growing out of work with the Ohio Department of Education, we have developed a document that summarizes a range of issues about social, emotional and civic instruction. This document includes information about:

- What is social, emotional and civic instruction?
- Information about why it is important
- Common barriers
- Key learning that staff needs to understand and be able to do
- Tasks that need to be considered to actualize this process
- Critically evaluating resources and making recommendations
- Indicators that a school is successfully focusing on this goal and related methods
- How to measure it – Recommendations

To read this, go to <http://www.schoolclimate.org/programs/documents/instruction.pdf>.

Multimedia—What do these instructional practices look like?

Cooperative Arithmetic: How to Teach Math as a Social Activity - 8 min 44 sec
<http://www.schoolclimate.org/media/guidelines/cooperativearithmetic.flv>

The Forum: Students Learn the Skill of Conflict Resolution – 2 min 55 sec
<http://www.schoolclimate.org/media/guidelines/theforum.flv>

Tricks of the Trade: Handshake Q & A – 1 min 37 sec
<http://www.schoolclimate.org/media/guidelines/handshake.flv>

Tricks of the Trade: Using a “Fishbowl” for Discussions – 1 min 30 sec
<http://www.schoolclimate.org/media/guidelines/fishbowl.flv>

Listen to Marvin Berkowitz (Sanford N. McDonnell Professor of Character Education, University of Missouri - St. Louis) talk about teaching students social, emotional, ethical and civic skills, knowledge and dispositions. Click here.
http://www.schoolclimate.org/media/guidelines/Marv_civilskills.flv

Goals

The social, emotional, ethical and civic instructional goal is to promote a set of core competencies and dispositions that provide the foundation for school – and life - success. One of the important challenges for educators is that we do not have a detailed, research-based scope and sequence that can guide our efforts to understand what K-12 students can and should be able to learn – socially, emotionally and civically – at given stages of development.

We do have a growing number of “social emotional learning” standards (see below) that can be used as guidelines to inform our instructional efforts.

Arizona Department of Education Early Learning Standards
<http://azed.gov/earlychildhood/downloads/EarlyLearningStandards.pdf>

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities. [More Info
<http://azed.gov/earlychildhood/downloads/EarlyLearningStandards.pdf>]

Illinois Learning Social/Emotional Learning (SEL) Standards
http://www.isbe.state.il.us/ILS/social_emotional/standards.htm

The Illinois State Board of Education has developed and implemented a plan to incorporate social and emotional development standards as part of the Illinois learning standards (i.e., they would join standards in English Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, Foreign Languages) for the purpose of enhancing children's school readiness and ability to achieve academic success. [More Info
http://www.isbe.state.il.us/ILS/social_emotional/standards.htm]

Anchorage School District SEL Learning Standards and Benchmarks <http://www.asdk12.org/>

The Anchorage School Board has approved SEL Learning Standards for children K-12. The learning standards center on the goal of helping students become knowledgeable (I am), capable (I can), caring (I care), and responsible (I will) individuals. All component skills are also presented in first-person language for the students (e.g., for the skill: “students can read social cues,” the student language is, “I care about how I perceive others, and how others perceive me). The Anchorage standards include indicators and sample activities for each skill area for early elementary, late elementary, middle school, and early high school, and late high school. [More Info <http://www.asdk12.org/>]

Wisconsin's "Standards of the Heart" <http://www.asdk12.org/>

Wisconsin has developed "Standards of the Heart" as a complement to its academic standards. The state has also created some assessment tools to help schools measure how well students are meeting expectations in these areas. The skills and competencies emphasized in these standards are located across and within a variety of major curricular goal areas. [More Info <http://dpi.wi.gov/cssch/csssoh1.html>]

Strategies

There are four major and overlapping ways that teachers can be intentionally be helpful social, emotional and civic teachers in general and bully prevention/pro-upstander efforts in particular:

1. *Being a role model:* Being a living example of upstander behavior in particular and a thoughtful adult social, emotional and civic learner in general. This is a foundational dimension of social, emotional and civic education; our behavior. It is well known that children and adolescents listen to our actions more than our words. As an educator and/or a parent, what does your behavior “teach”? What are the core social, emotional and civic lessons that you want to teach?

2. *Classroom management:* How we manage the classroom sends very powerful messages to students. To what extent do we use punishment and/or bullying and/or a restorative justice model of classroom management? Student discipline and motivation are perhaps the greatest concern for secondary classroom teachers. Too often teachers feel that there are “putting out a series of fires” or reacting to behavioral problems and not able to teach and support student learning. Too often educators have only learned to administer punitive forms of discipline. However, punitive forms of discipline do not reduce misbehavior but instead tend to breed resentment and further misbehavior. Restorative justice focuses on relationships and the needs of the victims. It includes the victim, the offender, and the community. And, it recognizes the harm done to the community and focuses on restoring relationships (e.g. social, emotional and civic learning).

3. *Pedagogy:* There are a range of pedagogic methods that powerfully promote social, emotional and civic learning including: For example,

- >cooperative learning – <http://serc.carleton.edu/introgeo/cooperative/index.html>
- >service learning – <http://schools.nyc.gov/community/sis/servicelearning/default.htm>
- >conflict resolution/mediation – <http://www.creducation.org/>
- >moral dilemma discussions – <http://www.schoolclimate.org/guidelines/documents/moraldilemmadiscuss.pdf>
- >Interdisciplinary learning with the arts – <http://joy2learn.org/teachers.php>
- >A Moment of Silence / Time for Meditation – <http://www.psychologytoday.com/blog/psychological-solution-bullying/201202/moment-silence-simple-way-improve-schools-and-society>

4. Explicit social, emotional and civic curriculum: There are two ways that teachers can infuse explicit social, emotional and civic learning into the curriculum: (1) using evidence-based curricular programs; and, (2) infusing social, emotional and civic learning into existing curriculum and ‘Advisory activities’;

>*Using evidence based curricular programs:* There are a range of evidence-based programs that grow out of character education, social-emotional learning and risk prevention/health promotion efforts that teachers can select to use. The following is a listing of programs that have been evaluated by a range of organizations:

- Collaborative for Academic, Social, and Emotional Learning (CASEL) – http://casel.org/wp-content/uploads/1B_Descriptions_1.pdf
- Character Education Partnership (CEP) – <http://www.character.org/more-resources/publications/11-principles-sourcebook/>
- Blueprints – <http://www.character.org/more-resources/publications/11-principles-sourcebook/>

>*Infusing social, emotional and civic learning into existing curriculum and Advisory activities:*

Over the years, we have repeatedly discovered that many teachers want to become more intentional and effective teachers in this area but that they cannot or do not want to use a packaged program. We have developed guidelines, protocols and tools to support teachers doing just this. If you are interested in reflecting on this process, click here to see guidelines and a series of steps that support this work. If you want to read Maurice Elias’ blog on Edutopia about how to infuse social-emotional learning with social studies lessons, go to <http://www.edutopia.org/blog/sel-social-studies-lessons-maurice-elias>. Also, you can find information of the workshops that National School Climate Center provides regarding this subject.

- workshop03A-InfusingSocialEmo.pdf – <http://www.schoolclimate.org/programs/documents/workshop03A-InfusingSocialEmo.pdf>
- workshop03B-InfusingSocialEmo.pdf – <http://www.schoolclimate.org/programs/documents/workshop03B-InfusingSocialEmo.pdf>

Assessment

Students' social, emotional, ethical, and civic learning is typically assessed in the following ways: academic grades and achievement testing, social-emotional skills development, attitudes toward school, social behavior, and incident reports.

Although we do have a growing number of social emotional learning standards and benchmarks, the field lacks a comprehensive, research-based social, emotional, ethical and civic scope and sequence. This complicates the assessment of this fundamentally important instructional aspect of school climate improvement efforts. It is an important challenge that now faces the field. However, the CSCI does in fact measure these issues in terms of two specific dimensions: "Support for Learning" and "Social and Civic Learning" in order to support schools in addressing these critical areas of a positive school climate.

Resources – see the document from which this is excerpted

<http://www.schoolclimate.org/guidelines/teachingandlearning.php>

III.What Schools Can Do (cont.)



B. Interventions When Problems are First Noticed

- **Addressing School Avoidance**
- **Bullying**
- **Developing Adolescents**
- **Children and Loneliness**
- **Social Networking**

III. What Schools Can Do (cont.)

B. Interventions When Problems are First Noticed

Addressing School Avoidance Problems through Support for Transitions

Starting a new school year is a stressful time. For many students and their families (and staff), this is a time of transition. Entering a new classroom; coming to a new school; making new friends. Frequent school changes also take their toll. Some kids withdraw; some act out; some seek others to cling to. The National Association of School Psychologists report: *Kids on the Move: Meeting Their Needs* (1991) suggests that those who change schools "need as few as six or as many as 18 months to regain a sense of equilibrium, security, and control."

We all vary in our capabilities and motivation for making transitions. For some students, the adjustment is so hard that attendance becomes a major problem.

Schools that understand the importance of providing support for transitions don't wait for problems. They proactively develop programs to prevent those that are preventable and respond positively and quickly when problems first arise.

Prevention

A focus on school-wide transition strategies for successful school adjustment of students and their families is essential for reducing problems and establishing a sense of community throughout a school. At the core of such strategies are programs to welcome students and families and provide social supports. These are, of course, notably for those entering at the beginning of a term, but for those who enter anytime during the year. Thus, continuing programmatic welcoming and social supports for students and their families are needed throughout the school and in each classroom. These include:

- Welcoming strategies (e.g., positive greetings and friendly orientations – including basic information about the school and opportunities for participation; outreach to enhance motivated engagement)
- Provision of social supports and facilitation of involvement (e.g., peer buddies, personal invitations to join in activities)
- Maintaining support and involvement – including provision of special assistance for an extended period of time if necessary.

>>See Center Guide to Practice: *What Schools Can Do to Welcome and Meet the Needs of All Students and Families* – <http://smhp.psych.ucla.edu>

When Problems Are First Noted

For many students, the above programmatic supports allow them to overcome their uncertainty and anxiety and make a successful transition into the new setting.

For a few, this is not enough.

In such instances, it helps to understand underlying motivational causation. One school of theorizing about intrinsic motivation stresses the key role played by one's feelings of self-determination, competence, and relatedness to others. From this perspective, school avoidance may stem from a threat to any of these feelings.

For example, some students avoid school in order to stay with valued family members or friends. (Sometimes this is because of the nature of the relationship at home, and sometimes it reflects the fact that a student has yet to establish relationships with the adults or other students at school.) Other students experience the rules and demands of school as a threat to their sense of self-determination and react against this. Yet others lack the skills to do many of the assigned tasks and become so anxious over this threat to their competence that they avoid attending. Problems compound with repeated absences. Missed instruction leads to falling further behind, a mounting sense of hopelessness, and increased avoidance.

To work effectively with school avoiders, it is essential to distinguish motivational under-pinnings through discussions with the students, their parents, and school staff. Based on such understanding, interventions simultaneously focus on reducing threats to and enhancing positive feelings of connection, competence, and self-determination. The point is to increase the psychological attractiveness of school. This involves creating some special relationships at school (e.g., a peer buddy, a volunteer who provides classroom support, a support staff "friend" to provide extra caring and nurturing) and developing with the youngster a set of learning opportunities that the student perceives as of value and as doable. Such a personalized approach primarily focuses on environmental accommodations as a starting point in overcoming school avoidance for most students.

>>See Center Continuing Education Units:
Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling – <http://smhp.psych.ucla.edu>

When Problems Are Chronic and Severe

When school avoidance problems are resistant to the above interventions, a more intensive school-based mental health intervention can be *added to* the above strategies. Family members are essential to such efforts –both in terms of arriving at a richer understanding of problem causation and in carrying out a broader range of interventions.

- For example, a family member may be asked to accompany and stay at school to help the student adjust (e.g., assist with school tasks, relate to the teacher, make friends with peers).
- The school would be expected to make extensive accommodations (e.g., as per the 504 regulations) to support the student’s efforts to succeed at the learning tasks in ways that promote self-confidence and feelings of competence.

- In the few instances when the problem reflects deeply-seated anxiety and phobic behavior, a clinical intervention is indicated.

>>For an overview of relevant clinical practices, see Center Introductory packet: *Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth* – <http://smhp.psych.ucla.edu>
If at first you don’t succeed, skydiving is not for you!

To read more about prevention and amelioration of school avoidance, go to *Quick Find* (Center Responses to Specific Requests) on our website (<http://smhp.psych.ucla.edu>) and scroll down to: *Environments that support learning; School avoidance; and Transition Programs*. You’ll find access to relevant Center materials, online documents, and resource centers.

If at first you don’t succeed, skydiving is not for you!

III. What Schools Can Do (cont.)

B. Interventions When Problems are First Noticed (cont.)

From: Classroom Problems:
What Can I Do Right Away?
A Center Practice Series for Teachers*

Bullying

There are several students in my class who are bullied on the playground. I have tried to discipline the bullies, but it isn't working. What do you suggest from a learning supports perspective?

Strengthening positive connections among students and with staff is a key facet of strengthening school engagement. In addition to what's already been tried, here are a few immediate strategies to consider:

1. Work with students' views about a good solution. Talk not only with those who are bullied; see what others in the class suggest (e.g., more adults on the yard, more structured activities, student helpers to partner with students who are loners, etc.).
2. Use a teacher/staff meeting to talk with other school personnel about how the school can do more to address this common playground problem *in a positive way*.
3. Talk with the playground supervisors about developing a special helper role for students who bully and for students who are vulnerable to bullies (e.g., ball monitors, student safety leaders, assistant coaches, etc) Giving vulnerable students a special role in assisting students in a younger class on the yard could break up the current pattern of interaction, increase their status as "special helpers," provide the experience of being looked up to by the younger children as a helper, build a friendship through the partnering with other helpers.
4. Sometimes the current pattern needs to be radically changed for a short while. For some students, rather than going on the playground, might spend recess and lunch helping in the office or working in the class of a favorite teachers. Again if this could be done along with other students, it could help build friendships.

Note: The Center has a range of resources on bullying and how to stop it.

See our online clearinghouse Quick Find on the topic -

<http://smhp.psych.ucla.edu/qf/bully.htm>

***Classroom Problems: What Can I Do Right Away? A Learning Supports Practice Series for Teachers**

Often the best way to learn is by addressing a specific concern that needs an immediate response.

With this in mind, the Center is producing a series of resources focused on daily classroom dilemmas teachers experience and some initial ways to deal with such concerns. The emphasis is on engaging and re-engaging students in classroom learning.

As a school moves to develop a unified and comprehensive system of learning supports, this series can help augment professional development by providing a stimulus for discussion by teachers and other staff.

What can I do right away?

To date, this learning supports practice series for teachers includes the following topics:

- > *Bullying* – <http://smhp.psych.ucla.edu/pdfdocs/bullypn.pdf>
- > *Disengaged Students* – <http://smhp.psych.ucla.edu/pdfdocs/disengpn.pdf>
- > *Fidgety Students* – <http://smhp.psych.ucla.edu/pdfdocs/fidgetypn.pdf>
- > *Homework Avoidance* – <http://smhp.psych.ucla.edu/pdfdocs/homeworkpn.pdf>
- > *Students in Distress* – <http://smhp.psych.ucla.edu/pdfdocs/distresspn.pdf>
- > *Minimizing Referrals out of the Classroom* –
<http://smhp.psych.ucla.edu/pdfdocs/referralspn.pdf>
- > *Addressing Neighborhood Problems that Affect the School* –
<http://smhp.psych.ucla.edu/pdfdocs/neighpn.pdf>

See the complete series and other resources for professional development at
<http://smhp.psych.ucla.edu>
(Click on Resources/Publications)

**Feel free to email similar concerns to the Center for discussion as part of
our weekly community of practice listserv. See
<http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner.pdf>**

Prepared by the national Center for Mental Health in Schools at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Phone: (310) 825-3634 email: smhp@ucla.edu website: <http://smhp.psych.ucla.edu>

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Send comments to ltaylor@ucla.edu

III. What Schools Can Do (cont.)

B. Interventions When Problems are First Noticed (cont.)

Excerpt:

American Psychological Association (2002)

www.apa.org/pi/pii/develop.pdf

Developing Adolescents

...Adolescent Social Development

The social development of adolescents is best considered in the contexts in which it occurs; that is, relating to peers, family, school, work, and community. It is important to keep in mind when interpreting the findings of research on the social development of adolescents that most of the research to date is based on samples of White, middle-class adolescents. Research done with more diverse groups of adolescents has revealed differences among youth of different ethnic backgrounds, so generalizations to specific ethnic groups should be made with care when the research is based solely on samples of White adolescents.

Peer Relationships

One of the most obvious changes in adolescence is that the hub around which the adolescent's world revolves shifts from the family to the peer group. It is important to note that this decreased frequency of contact with family does not mean that family closeness has assumed less importance for the adolescent (O'Koon, 1997). In fact, family closeness and attachment has recently been confirmed as the most important factor associated with not smoking, less use of alcohol and other drugs, later initiation of sexual intercourse, and fewer suicide attempts among adolescents (Resnick, Bearman, & Blum et al., 1997).

In order to establish greater independence from their parents, adolescents must orient themselves toward their peers to a greater extent than they did in earlier stages of development. Those professionals whose role is to advise parents can help reassure them that increased peer contact among adolescents does not mean that parents are less important to them, but that the new focus on peers is an important and healthy

new stage in their child's development. Professionals can also educate parents about the importance of positive peer relationships during adolescence.

Peer groups serve a number of important functions throughout adolescence, providing a temporary reference point for a developing sense of identity. Through identification with peers, adolescents begin to develop moral judgment and values (Bishop & Inderbitzen, 1995) and to define how they differ from their parents (Micucci, 1998). At the same time, however, it is important to note that teens also strive, often covertly, for ways to identify with their parents. Another important function of peer groups is to provide adolescents with a source of information about the world outside of the family and about themselves (Santrock, 2001). Peer groups also serve as powerful reinforcers during adolescence as sources of popularity, status, prestige, and acceptance.

Being accepted by peers has important implications for adjustment both during adolescence and into adulthood. One study found, for example, that fifth graders who were able to make at least one good friend were found to have higher feelings of self-worth at age 30 when compared to those who had been friendless (Bagwell, Newcomb, & Bukowski, 1998). Positive peer relations during adolescence have been linked to positive psychosocial adjustment. For example, those who are accepted by their peers and have mutual friendships have been found to have better self-images during adolescence and to perform better in school (Hansen, Giacoletti, & Nangle, 1995; Savin-Williams & Berndt, 1990). On the other hand, social isolation among peer-rejected teens has been linked to a variety of negative behaviors, such as delinquency (Kupersmidt & Coie, 1990). In addition, adults who had interpersonal problems during adolescence appear to be at much greater risk for psychosocial difficulties during adulthood (Hansen et al., 1995).

The nature of adolescents' involvement with peer groups changes over the course of adolescence. Younger adolescents typically have at least one primary peer group with whom they identify

whose members are usually similar in many respects, including sex (Savin-Williams & Berndt, 1990). During this time, involvement with the peer group tends to be most intense, and conformity and concerns about acceptance are at their peak. Preoccupation with how their peers see them can become all consuming to adolescents. The intense desire to belong to a particular group can influence young adolescents to go along with activities in which they would otherwise not engage (Muccucci, 1998; Santrock, 2001). Adolescents need adults who can help them withstand peer pressure and find alternative “cool enough” groups that will accept them if the group with which the adolescent seeks to belong is undesirable (or even dangerous). The need to belong to groups at this age is too strong to simply ignore.

During middle adolescence (ages 14-16 years), peer groups tend to be more gender mixed. Less conformity and more tolerance of individual differences in appearance, beliefs, and feelings are typical. By late adolescence, peer groups have often been replaced by more intimate dyadic relationships, such as one-on-one friendships and romances, that have grown in importance as the adolescent has matured (Muccucci, 1998). For some adolescents from ethnic minority groups, higher emphasis may be placed on peer groups throughout adolescence, particularly when they are in the minority in a school or community, as the group may provide a much needed sense of belonging within the majority culture (Spencer & Dornbusch, 1990).

Adolescents vary in the number of friends that they have and in how they spend time with their friends. Introverted youth tend to have fewer but closer friendships, and boys and girls differ with regard to the kinds of activities they engage in most frequently with their friends. In general, boys tend to engage in more action-oriented pursuits, and girls spend more time talking together (Smith, 1997). Individuals of both sexes, however, appear to value the same qualities in a friend: loyalty, frankness, and trustworthiness (Claes, 1992). Some studies have also

shown that adolescent girls value intimacy, the feeling that one can freely share one’s private thoughts and feelings, as a primary quality in friendship (Bakken & Romig, 1992; Claes, 1992; Clark & Ayers, 1993). Boys also speak of the high importance of intimacy in friendship (Pollack & Shuster, 2000). One review of studies showed that White adolescent girls tend to reveal their innermost thoughts and feelings to friends more so than do boys, and that they receive more social support from friends. However, this gender difference does not appear to hold for African American adolescents (Brown, Way, & Duff, 1999).

To have a friend presupposes that one has the social skills to make and keep that friend. For most adolescents, the rudiments of those skills are in place, and peer groups and friendships allow them to further hone those skills. For a small subset of adolescents, however, this is not the case. These adolescents may be rejected by their peers, and this rejection can have serious negative effects, such as delinquency, drug abuse, dropping out of school, and aggression (Asher & Coie, 1990). For adolescents who lack social skills, adults who informally coach them in the appropriate skill areas can be lifesavers. Discussions about how to initiate conversations with peers, give genuine compliments, be a good listener, share private information appropriately, and keep confidences can go a long way toward enhancing social skills.

Professionals who come in contact with youth with more significant deficits in social skills should take the time to find ongoing professional help for these adolescents. Youth who lack social skills who also develop aggressive behaviors are likely to need professional help to eliminate their aggressive and disruptive behavior (Coie & Dodge, 1998). However, youths who lack social skills but who do not exhibit behavior problems need help as much as the youths who are acting out in antisocial ways, such as by getting into fights or having problems in school. They may not be making as much “noise” in the community as these youth, but they are still at risk for long-term difficulties if their problems do not receive attention during adolescence.

III. What Schools Can Do (cont.)

B. Interventions When Problems are First Noticed (cont.)

Children and Loneliness <https://www.ndbh.com/v2/NDPage.aspx?Id=514>

Loneliness is a primary source of “deprivation” stress. People can experience the same physical and emotional impacts from loneliness as they do from work overload or difficult life circumstances.

But can children feel loneliness? Research indicates that children as young as kindergarten not only have the capacity to “feel lonely,” but also can describe loneliness and what to do about it!

Why do children feel lonely?

The first relationship a child experiences is the one with a caretaker. Caretaker preoccupation with other concerns may result in loneliness for a very young child. Difficulties such as conflict in the home, sudden or chronic illness, or a family death may shift the parent’s attention from the child. Even positive events ... starting a new job or moving to a new home ... can leave a child feeling abandoned and alone.

For older children, changing schools, losing a friend, having a parent leave the home, death of a grandparent ... all these can cause loneliness.

Children who experience rejection from peers for “being different” may spend time alone in and outside the classroom. Inadequate social skills development, victimization by a bully, and dealing with a peer group characterized by aggression can cause children to shy away from others. Once a pattern of isolation starts, it can be difficult to overcome.

Shy or aggressive children

Research has shown that children have inborn traits or tendencies, including those for shyness and aggressiveness. Parents usually pick up on these traits when the child gets past the developmentally normal “stranger anxiety” that is common in children at about nine months.

Research conducted at Harvard University (Kagan, Reznick, and Snidman 1988) dubbed these children as “...quiet, vigilant, and restrained in new situations...”

Shy children tend to feel stress in social situations, and may avoid peers. Although being alone may seem like a choice the child makes, this does not prevent the child from feeling lonely.

The opposite of the shy child is the aggressive child. Again, children go through a phase at about 12 to 18 months, when they may begin to hit, kick, or bite caretakers or even other children. By age two, many children learn the “basics” of aggression control.

But for some children, the aggressive behavior does not diminish. With lots of theories about why ... from aggression is genetic to aggressive children tend to be hypersensitive ... aggression is as much a problem in socializing with the peer group as shyness.

Difficulties Lonely Children Face

Lonely children can quickly find themselves in an endless loop. Good social skills take practice. But children who lack regular social interactions, for whatever reason, may not have adequate “practice time” to develop those skills.

Lacking social skills may result in even less social interaction, resulting in less time to learn social skills, and so on!

Feeling awkward in social situations also makes it difficult for lonely children to feel motivated. This can lead to lowered self esteem and a sense of being different from others. As lonely children become teens, they are more vulnerable to trying drugs, alcohol, and tobacco. In addition to feeling desperate to make friends, some teens find that being around other people is just easier when high or drunk.

How parents can help

Parents can help, although the approach taken may change depending on whether the child is shy, aggressive, or has experienced other barriers to social experiences.

First, you are your child's first teacher in social skills. Your interactions with family and friends serve as a "jumping off point" for how your child learns to interact with others. If you feel lonely, take steps to interrupt this pattern. If you feel motivated to spend time with others, it's likely your child will feel the same.

Remove as many barriers to face-to-face peer interaction as possible. If your child doesn't have the opportunity for neighborhood friends, get involved in an activity that will let your child meet new peers. Sports and hobby clubs are two examples.

If your child seems apathetic, sad, or insists on isolating, consider seeking professional help. Children do not have immunity from depression and social anxiety. If your child tends to be aggressive, working with a therapist who specializes in child behavior may give you the tools you need to teach your child to handle anger better.

Help your child develop an interest in others and the ability to see another's perspective. For very young children, teach the basics of sharing and taking turns. For older children, discussions about what a friend might be thinking or feeling may be enough to get a child wondering about others.

What skills does your child need to make friends?

Ten different "skills" or attributes will help your child make friends more easily. By helping your child develop these ten, you will give your child the wherewithal to become more socially competent.

Children who make friends:

1. Have a positive attitude and want to have fun
2. Use simple assertiveness skills such as smiling and greeting others as young children, and learn to use more complex assertiveness skills as they get older
3. Give up the center of attention to others
4. Take teasing in stride
5. Stay cool when frustrated
6. Make time to play with friends
7. Pay attention in peer groups and during games
8. Share and take turns
9. Show an interest in others
10. Learn to cooperate and negotiate without anger, bossiness, or withdrawal

For more information

Visit the Substance Abuse and Mental Health Services Administration Family Guide at: <http://family.samhsa.gov/>

Read [Raising an Emotionally Intelligent Child](#) by John M. Gottman, Ph.D. & Joan DeClaire

III. What Schools Can Do (cont.)

B. Interventions When Problems are First Noticed (cont.)

Social Networkin and Peer relationships: The Benefits and Drawbacks of Children (9-12) Using Online Social Newtworking Sites

This resource is intended to help school personnel and parents understand the pros and cons of elementary and middle school aged students' use of online social networks, such as Facebook, Instagram, and Tumblr. Particular attention is given to effects on peer relationships. Clearly, peer relationships are vital to normal development; social networks are a new interactive "playground" influencing development in positive and negative ways.

Available data on outcomes are mixed, with positive and negative indicators reported with regularity. Regardless of the data, there is little doubt that young children increasingly are participating in online social networking. For school personnel and parents, the main questions are how to minimize the drawbacks while maximizing benefits.

As a brief resource aid, this document highlights the following matters:

- What are the benefits of social networking sites?
- What are the drawbacks of social networking sites?
- How can school personnel and parents help maximize good outcomes and minimize those that are unwanted?

*The information presented here was culled from the literature and drafted by Jessica Krier as part of her work with the national Center for Mental Health in Schools at UCLA
The center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Phone: (310) 825-3634
Email: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu>

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Send comments to ltaylor@ucla.edu

In 2010, 57% of kids used the internet at home, and 85% had access to a computer at home (Child Trends, 2012). In 2012, the National Consumers League reported that 32% of children ages 8-10 and 69% of 11 and 12 year olds had their own cell phone. Of these, almost 50% could access the internet through their phone.

In addition, children have access to everything on the internet at the touch of a button through newer technology, such as the iPad, iPad mini, mp3 players, and iPod Touch. And with devices like the iPod, parents may only think about it as a music device and not realize that they are opening the whole internet to their child.



It is estimated that there are about 5.6 million Facebook accounts that are used by children 12 and under, and this is only one social networking site.

Parents and school personnel need to be knowledgeable and ready to instruct children on the best and safest way to use and benefit from the internet.

Benefits of Social Networking for Peer Relationships

Research has shown many positives and negatives of social networking for children in the 9-12 age group. For those who have heard mainly about the risks and challenges, it may be surprising to learn there are many benefits social networking sites can add to social development. The following are some examples researchers have reported:

Social Networking can help children

1. who may be isolated in their own community, such as those who have interests beyond what is available locally or who have a disability that limits physical contact with peers, find compatible peers and build an otherwise unavailable sense of community (Steward, Barnfather, Magill-Evans, Ray, & Letourneau, 2011)
2. who are “only children” or those who are home-schooled connect and communicate with and learn about a wider range of people (Bonetti, Campbell, & Gilmore, 2010)



3. create closer bonds with people they already know (Lee, 2009; Valkenburg & Peter, 2007)
4. develop social skills and their own identities by commenting, liking, and sharing about themselves; in presenting different versions of themselves online, they can gauge peer reactions to their identity choices at a safe distance (Valkenburg, Schouten, & Peter, 2005)
5. facilitate new and ongoing peer relationships outside of school and beyond their own peer group at school; note that being online does not take away from off-line friendships; those on social networking sites have been found to have many off-line friends (Bryant, Sanders-Jackson, & Smallwood, 2006)
6. connect with peers online for social support; this has been shown to reduce stress as well as have many health benefits and is especially important for kids who do not have enough support in their lives (Leung, 2007)
7. reduce social anxiety through self-disclosure (Valkenburg, & Peter, 2007)
8. positively boost self-esteem through receiving positive feedback for their contributions (Valkenburg, Peter, & Schouten, 2006);
9. who are excluded to boost self-esteem, reduce negative affect, and increase relational value through talking to unknown peers online (Gross, 2009)

So it is clear there are some benefits children can accrue from social networking.

And while studies have found no negative psychosocial difference between 7th grade social network users and nonusers (Gross, 2004), there is research indicating possible drawbacks to the technology.

Drawbacks of Social Networking for Peer Relationships

The following are some examples of potential drawbacks:

1. 72% of students surveyed who use social networking sites reported experiencing cyberbullying (and 90% of those saying that they did not report the event to an adult). Cyberbullying can lead to increased social anxiety. (Juvonen, & Gross, 2008).
2. The use of social networking sites has been reported as leading to lower psychological well-being for some girls (Devine, & Lloyd, 2012).
3. Kids may compare themselves unfavorably to others when reviewing online profiles; (online profilers have been found to overly represent positive and under-represent negative aspects of their lives) (Qiu, Lin, Leung, & Tov, 2012).
4. Family members may find that users of social networking sites spend less time with them than they feel is appropriate (Lee, 2009).
5. Some kids post pictures or status updates describing behaviors, such as smoking, drinking, and other risk-taking. This may lead others to think that such behavior is the norm and induce them to engage in similar behavior (Huang et al., 2012; Moreno, Briner, Williams, Walker, & Christakis, 2009).
6. Some research reports that social networking can lower self-esteem if the child is given negative feedback (Valkenburg, Peter, & Schouten, 2006), and such networking doesn't help socially anxious kids learn to communicate more effectively with peers (Bonetti, Campbell, & Gilmore, 2010).
7. Outgoing younger adolescents may use social networking to begin flirting online at an earlier age than they would otherwise (Valkenburg, Schouten, & Peter, 2005)

Preventing or Alleviating Drawbacks

Parents and schools can help children have a positive and safe social networking experience. To do so requires first becoming educated about the technologies youngsters are using, including ways to facilitate positive experiences and how to implement protective safeguards and strategies (O'Keeffe, Clarke-Pearson, & Council on Communications. 2011).

Strategies for Parents

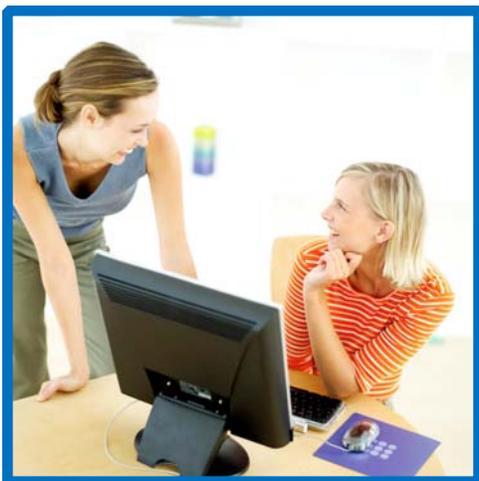
- Consider developing a family online-use plan, including regular family meetings to discuss how well the plan is working.

- Lead children of this age to child friendly online networking sites, such as Club Penguin or Yoursphere. These websites limit the types of words that can be said, which can help tone down cyberbullying as well as other inappropriate contacts.
- Friend your child on social networking and have other family members do so as well. This will help the child remember that what they are publishing isn't just for their peers, but can be seen by everyone, including future colleges and employers.
- Encourage the child to spend less time on the internet by providing them with more real life social interaction. Spending less time online also encourages more time with family, more time participating in other activities that contribute to positive development and learning, and less time comparing themselves to others' profiles.
- Talk to the child about online risks and their experiences in ways that are not invasive and that build trust. Ask them directly to let you know if they or their friends are having trouble with cyberbullying or other forms of harassment and caution them about predators.
- Remind your child that not everything they see on the internet is true. This will help them deal with rumors, as well as protect them from some of the peer pressure from the presentation of online risky behaviors.

Strategies for Schools

In addition to the several of the above:

- Help students understand that words hurt and that they are responsible for what they say and do online. Particularly emphasize that cyberbullying is just as unacceptable as other types of bullying and that online bullying has led some to commit suicide
- Use social networks to enhance learning. For example, students might do message boards about a novel that they read. Using such activities can enhance engagement in learning and can be especially helpful for students who may be shy about participating in class discussions.



Clearly there are challenges and concerns related to social networking. The immediate press for parents and school personnel is to develop ways to capitalize on social network technologies while ensuring effective safeguards are in place.

With appropriate attention to facilitating learning and development, appreciating children's rights, and promoting their sense of responsibility, social network sites can be used as a powerful tool for enhancing youth expression and their participation at school and in society.

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III. What Schools Can Do (cont.)



C. Interventions and Accommodations for Serious and Chronic Problems

- **Enhancing Motivation and Social Skills in Social Functioning**
- **Shyness**
- **Social and Emotional Learning in Schools**
- **Promoting Positive Peer Relationships**
- **Annotated “Lists” of Empirically Supported/Evidence Based Interventions for School-Aged Children and Adolescents**

III. What Schools Can Do (cont.)

C. Interventions and Accommodations for Serious and Chronic Problems

Enhancing Motivation and Skills in Social Functioning

Persons with learning disabilities and other learning problems often do not behave in ways others think they should. The behavior of such persons has been labeled behavior problems, misbehavior, adaptive behavior deficits, lack of social skills, and so forth. (Public Law 94-142 specifically requires assessment of "adaptive" behavior.) Recently, there has been a trend to view these behavior "problems" as an indication of immature social development, especially a lack of skills for interpersonal functioning and problem solving. This has led to a variety of "social skills training" programs.

How promising are programs for training social skills? Recent reviewers have been cautiously optimistic about the potential value of several proposed approaches. At the same time, there is concern that such skill training seems limited to what is specifically learned and to the situations in which the skills are learned. Moreover, the behaviors learned seem to be maintained for only a short period after the training. These concerns have been raised in connection with (1) training specific behaviors, such as teaching a person what to think and say in a given situation, and (2) strategies that emphasize development of specific cognitive or affective skills, such as teaching a person how to generate a wider range of options for solving interpersonal problems.

As with other skill training strategies, the limitations of current approaches seem to result from a failure to understand the implications of recent theory and research on human motivation. It is evident that many social skill training programs lack a systematic emphasis on enhancing participants' motivation to avoid and overcome interpersonal problems and to learn and continue to apply interpersonal skills to solve such problems.

We have been exploring ways to engage a student initially in a variety of activities intended to overcome or minimize avoidance and enhance positive motivation for improving social functioning, especially the solving of interpersonal problems. We assume that

1. not all problems with social functioning are indications that a person lacks social skills
2. assessment of social skill deficiencies is best accomplished after efforts are made (a) to minimize environmental factors causing interpersonal problems and (b) to

maximize a student's motivation for coping effectively with such problems

3. regular teaching and remedial strategies to improve skills for social functioning are best accomplished in interaction with systematic strategies to enhance motivation (a) for avoiding and overcoming interpersonal problems and (b) for continuing to apply social skills

The specific steps we have developed so far to address major motivational considerations in overcoming interpersonal problems are outlined in Feature 1. Steps in enhancing skills are outlined in Feature 2.

Because we have not addressed the topic of social skills in any depth in the text, a few words about the steps outlined in Feature 1 seem in order. The interest in training social skills has resulted in a rapidly growing body of literature specifying skills and procedures. Although most social skills curricula await further evaluation, we have drawn upon available work to arrive at what appears to be a promising synthesis of "skills" and practices. Furthermore, our approach to teaching the skills uses a general problem-solving sequence. In essence, individuals are taught to (1) analyze interpersonal problem situations, (2) generate and evaluate a range of options and specific steps for resolving problems, and (3) implement and evaluate the chosen option, and then (4) if necessary, select another alternative.

These abilities can be practiced as lessons or when natural interpersonal problems arise in the classroom. For those who are interested and capable, the problem-solving framework itself can be taught. When formal lessons are used, small-group instruction is favored because it provides a social context for learning about social matters; however, individuals should be given private lessons when necessary. We propose that groups meet each day for 30-45 minutes over a period of about eight weeks.

For each step, three guidelines shape the choice of specific instructional objectives. Recognizing that both motivational and developmental readiness must be accommodated, the guidelines stress the following:

- Not teaching previously learned skills or those that the individual does not want to pursue currently. (In such instances, scheduled lessons are replaced by enrichment ac-

tivities; needed skills instruction is postponed until sufficient interest can be established.)

- Teaching the skills most needed in pursuing current relationships. (Lessons are not necessarily presented in the order listed in Feature 2.) Optimally, objectives are keyed to match the individual's current needs. Such needs are identified by the individual involved or by school personnel who have assessed the deficiencies by closely observing well-motivated attempts at solving interpersonal problems.

- Developing missing prerequisites for learning and performing needed skills. When necessary, individuals are involved in additional exercises to improve (1) communication, (2) divergent thinking, (3) recognition and understanding of individual differences, and/or (4) understanding the value of respect and concern for others.

Feature 1 Initial Steps for Enhancing and Maintaining Motivation to Solve Interpersonal Problems

Activities such as direct discussions, responding to direct questions, sentence completion, or Q-sort items, role playing, audiovisual presentations,* and so on are used as vehicles to present, elicit, and clarify

1. specific times when the individual experiences interpersonal problems (without assigning blame)
2. the form of the problems (again, no judgments are made)
3. the individual's perceptions of the causes of the problems**
4. a broader analysis of possible causes (the individual's thoughts about other possible reasons and about how other people might interpret the situation; intervenor examples of other perceptions and beliefs)
5. any reasons the individual might have for wanting the interpersonal problems not to occur and for why they might continue
6. a list of other possible reasons for people not wanting to be involved in such problems
7. the reasons that appear personally important to the individual and why they are significant, underscoring the individual's most important reasons for wanting not to be involved in such problems
8. general ways in which the individual can deal appropriately and effectively with such problems (avoid

them; use available skills; develop new skills)

9. the individual's (a) general desire not to continue to experience interpersonal problems, (b) specific reasons for wanting this, and (c) desire to take some action
10. the available alternatives for avoiding problems, using acquired skills, and developing new skills
11. the available options related to activities and objectives associated with learning new skills (the specific activities and materials, mutual expectations, and so on)
12. specific choices stated as a mutually agreeable plan of action for pursuing alternatives clarified in steps 10 and 11.

Any step can be repeated as necessary (perhaps because of new information). Also, once the skill development activities are initiated, some of the steps must be repeated in order to maintain an individual's motivation over time.

*Videotapes are particularly useful to make points vividly (to portray others in comparable situations, to present others as models). **Each step does not require a separate session (for example, steps 1 through 3 can be accomplished in one session).

Feature 2 Steps to Enhance Skills for Solving Interpersonal Problems

1. Presentation of examples of interpersonal problem solving (read by the instructor using visual aids or a videotape presentation).*

2. Group discussions of examples stressing (a) why the person in the example wanted to solve the problem, (b) the way the problem was analyzed, (c) possible solutions that were generated, and (d) the way in which pros and cons of solutions were considered, and choices made, implemented, and evaluated.

3. Presentation of an interpersonal problem and group discussion of why the person involved wants to resolve the problem and of how to analyze it.

4. Presentation of an appropriate analysis of a problem and group discussion and categorization of options.

5. Presentation of a range of options and specific steps for solving a problem; group discussion of pros and cons for evaluating which one should be pursued.

6. Presentation of a chosen alternative for solving a problem; group discussion of how to evaluate its effectiveness and to choose another option if necessary.

7. Presentation of a new problem with the preceding steps repeated as needed.

It is proposed that at least four problems be pursued in this fashion. By the fourth, the individual is to be able to do each facet of the problem-solving sequence during a given session. If not, up to three additional problems will need to be presented.

Evaluative feedback will underscore progress and satisfaction associated with accomplishment of program objectives and solving interpersonal problems at school. Consequences that the individual experiences when such problems are not solved appropriately also need to be highlighted.

*During any step, as appropriate, the discussion may include role-playing, use of puppets with younger children, and so on. Initially, the intervener provides categories of ideas that may have been missed. All ideas generated during discus-

Summing up

Obviously, the ideas discussed here represent only a beginning. Given the growing interest in the areas of systematic enhancement of motivation and the training of social skills, we anticipate that programs for individuals with learning and behavior problems will increasingly incorporate procedures that reflect strategies for simultaneously enhancing motivation and skills.

III. What Schools Can Do (cont.)

C. Interventions and Accommodations for Serious and Chronic Problems (cont.)



NATIONAL
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS

' **Background**

Most people have felt shy at some time or in some situation. As many as 25% of high school and college students report having been shy most of their lives (Schwartz & Johnson, 1985). Excessive shyness, however, reduces both the amount and quality of social interactions a child has with others and results in lowered peer acceptance and fewer opportunities to acquire social skills. It is not clear why some children are bashful and withdrawing whereas others tend to be more outgoing. Several factors may be involved, including genetics, temperament, anxiety, and lack of social skills.

' **Development**

Some degree of shyness in children is to be expected and is part of the child's normal development (Berk, 1989). A fairly high percentage of preschoolers are described as bashful and avoiding contact with others (Schwartz & Johnson, 1985). Between 30% and 50% of school-age children report feeling shy (Peterson, 1987). When shyness is experienced by the child in many or most situations over an extended period of time, interventions to help the child interact more appropriately are called for. Chronic and severe shyness can have a negative impact on social, emotional, and academic development. Shy children often have poor self-concept, feelings of failure, and make negative self-statements. The anxiety that

accompanies shyness impairs memory and concentration and may keep children from asking for needed help in school.

' **What Can I Do as a Parent?**

It will be important for your child to learn ways to reduce his or her anxiety in social situations. If the child does not possess the social skills needed to interact with others, it may be necessary to teach social skills directly. The child also needs to learn to feel better about himself or herself as a person. There are many ways to accomplish these goals.

Make sure your child knows that they are loved and valued regardless of their behavior or performance. Talk with your child about their experiences and help them to evaluate those experiences in nonjudgmental ways that allow them to feel good about themselves. Many times children judge themselves much more harshly than we realize and blame themselves for situations and events they cannot control.

As a parent, you can give your child more independence and opportunities to demonstrate responsibility. Successful handling of independence and responsibility will help to foster an improved self-image. A child's image of himself or herself is built on a foundation of many small experiences. The more of those that demonstrate to the child that they possess the capability to succeed, the better the resulting self-image will be.

Parents can seek out and provide activities that will allow the child to experience success in social environments. Structured group activities or small groups of one or two other children may facilitate success for the shy child. Parents can discuss, rehearse, and role-play activities with children such as introducing oneself, asking a peer to play, or joining a group of children who are playing a game. If the child is involved in a social-skills training program, parents can reinforce targeted social skills and provide opportunities for rehearsal of skills.

If your child is severely shy and inhibited in most situations, the best course of action may include seeking professional help, either through the school, local mental health agency, or your family physician. Severe shyness affects many aspects of the child's life and should not be left unaddressed.

' **What Can I Do as a Teacher?**

Shy children may be easily overlooked in a busy classroom because they do not present classroom management problems and usually comply with instructions. Teachers need to be sensitive to the needs of shy children and facilitate their interaction with others and their participation in the class. Because shy children are often characterized by anxiety, it is best to avoid drawing attention to them or putting them in situations that will require that they be the center of attention. Structured interactions and small group activities may best facilitate participation by shy students. When children are to work on projects in small groups, the teacher should form the groups rather than allowing students to group themselves. Teachers can take

this opportunity to pair shy youngsters with socially competent students who will serve as models for them.

Teachers need to avoid reinforcing shy behavior, to be sensitive to the needs of shy children but to refrain from giving the shy child special attention or privileges. When shy children interact appropriately that is the behavior that should be reinforced. There is a natural tendency to either ignore or be overly protective of shy children, but neither of these responses benefits the child. Shy children should be encouraged to interact, provided with opportunities to interact in small, structured settings, and reinforced for interacting. Direct social-skills training and contingency management procedures have been found to produce positive results and may be beneficial for the entire class.

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III. What Schools Can Do (cont.)

C. Interventions and Accommodations for Serious and Chronic Problems (cont.)



sharing child and youth
development knowledge
volume 26, number 4

Social Policy Report 2012

Social and Emotional Learning in Schools From Programs to Strategies

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Abstract

Schools are an important context for children's social and emotional development. In classrooms and other school settings, children and adolescents need to have skills such as managing negative emotions, being calm and focused, following directions, and navigating relationships with peers and adults. To build and support these skills, schools have widely adopted social and emotional learning (SEL) programs. When well-designed and well-implemented, SEL programs are associated with positive outcomes; however, effect sizes are generally modest even for the most promising interventions. This issue of *Social Policy Report* proposes that schools should take a new approach: integrating the teaching and reinforcement of SEL skills into their daily interactions and practices with students. It explains that research warrants a new perspective and highlights a range of new approaches and support strategies that are designed to be time-efficient, low-cost, and integrated with (rather than distracting from) academic curricula. These strategies are grounded in an organizing framework for SEL and a review of current programmatic approaches to SEL. They are introduced with a set of principles for creating better integration of SEL into educational practice and accompanied by recommendations about the role of policy.

III. What Schools Can Do (cont.)

C. Interventions and Accommodations for Serious and Chronic Problems (cont.)

Promoting Positive Peer Relationships: A Sample of Recent References*

As the literature stresses, peers play a role in social development and learning related to empathy, caring, social responsibility, negotiation, persuasion, cooperation, compromise, emotional control, conflict resolution, and more. Peers also provide social and emotional support and are socialization agents who model and mold others' behaviors and beliefs and solidify their own. The impact of peers begins with early learning.

Peer relationships at school can facilitate or be a barrier to learning and teaching. Peer relationships can also function as helping interventions. Schools play both a passive and active role.

To highlight all this and to add to the resources already on our Center's website, below is an annotated sample of references. Most of the annotations are edited excerpts from authors' abstracts and introductions.

Developing Peer Relationships at School

>Peer relationships: Promoting positive peer relationships during childhood (2014), C.A.

Rohrbeck & L.S. Gray. In T.P. Gullotta & M. Bloom (Eds.), *Encyclopedia of Primary Prevention and Health Promotion*. New York: Springer.

http://link.springer.com/referenceworkentry/10.1007/978-1-4614-5999-6_137

With regard to prevention and health promotion, peer relationships may be viewed as a valued outcome in their own right. In addition, positive and negative peer relationships can predict later adaptive and problematic outcomes, respectively. Finally, peer relationships can also serve as risk or protective factors in the relationships among other variables, especially relationships between stressors (e.g., victimization) and outcomes such as depression. This resource provides an overview of strategies, programs with research support and those that are considered promising.

>Promoting positive peer relationships (2008), H.Ming-tak. In H. Ming-tak & L. Wai-shing

(Eds.), *Classroom management: Creating a positive learning environment*. Hong Kong University Press. <http://dx.doi.org/10.5790/hongkong/9789622098886.003.0007>

This chapter highlights (a) the importance of good peer relationships in students' personal growth and academic success, (b) describes how students' conceptions of friendship change from primary to secondary education, and (c) outlines the characteristics of popular students. Some basic practices for promoting students' popularity are given, with a practical framework for helping students with peer problems to take a new perspective and develop new patterns of behaviour for improving their relationships. Lastly, teachers can take a proactive approach in promoting positive peer relationships among students in the classroom by developing strategies in the following areas: teaching social-emotional skills, conflict-resolution skills and problem-solving skills; getting students to learn in groups; and creating a classroom climate of positive peer relationships.

*The material in this document was culled from the literature and a draft paper written by Quan Zhou (Emmy) as part of her work with the national Center for Mental Health in Schools at UCLA.

- >Developing positive relationships in schools (2011), S. Roffey. In S. Roffey (Ed.), *Positive relationships: Evidence based practice across the world*. New York: Springer.
http://link.springer.com/chapter/10.1007/978-94-007-2147-0_9

Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment. There is now a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. This chapter demonstrates that these are based in an ecological framework throughout the school system. What happens in one part of the school impacts on what happens elsewhere. The chapter explores what schools might do to increase the level of social capital and positive relationships within the school community.

- >Peer relationships as a context for the development of school engagement during early adolescence (2011), L. Yibing, A.D. Lynch, C. Kalvin, J. Liu, & R.M. Lerner, *International Journal of Behavioral Development* 35, 329–342.
<http://jbd.sagepub.com/content/35/4/329.short>

Peer support positively predicted behavioral and emotional school engagement, whereas associating with problem-behaving friends and bullying involvement were negatively associated with both aspects of school engagement. When students were older, the positive influences of positive peer support on emotional engagement appeared stronger. Similarly, the negative influences of associating with problem-behaving friends on behavioral engagement became more detrimental over time. While girls and youth of higher family socioeconomic status (SES) tended to be more behaviorally and emotionally engaged than boys and youth from less advantaged families, the influences of time and peer relationships on school engagement were not different for boys and girls or for youth with different family SES backgrounds. Implications for understanding peer relations as a context for promoting school engagement are discussed.

- >Teachers' attunement to students' peer group affiliations as a source of improved student experiences of the school social–affective context following the middle school transition (2011), J.V. Hamm, T.W. Farmer, K. Dadisman, M. Gravelle, & A.R. Murray, *Journal of Applied Developmental Psychology*, 32, 267–277. <http://ac.els-cdn.com/>

A randomized control trial examined the impact of a professional development program on rural teachers' attunement to student social dynamics, and the influence of teacher attunement on students' school experiences. Students self-reported their perceptions of the school social–affective context. Intervention and control schools differed on teacher attunement and management of the social environment. Students whose teachers were more attuned to peer group affiliations evidenced improved views of the school social environment. Findings are discussed in terms of attunement as an element of teachers' invisible hand, and for teachers' role in promoting productive contexts for students during the middle school transition.

- >Getting along: How teachers can support children's peer relationships (1997), K. M. Kemple & L. Hartle, *Early Childhood Education Journal*, 24, 139-146. doi:10.1007/BF02353270

Outlines the following set of practices for schools to encourage positive peer interactions.

1. Foster a safe and respected emotional environment (democratic style of discipline, frequent use of children's name to help students recognize and memorize each other; lead discussion about individual interest and experience so that students can have a better understanding of each other and identification of shared interest; participate and guide in conversation to help children realize how they differ from each other)
2. Provide a suitable physical place (large enough to accommodate a group of students, provide adequate equipment such as tables, chairs, books, or snacks, provide a safe play area outside classroom)

3. Prepare accessible materials for all students to choose, and equipment that support children's social activities (provide materials that can meet students' interests, e.g., teachers can provide many color pencils and white papers to students who are interested in painting)
4. Set up a schedule that allows for some free time to play (frequent change of schedule is not good for students to engage in social play; snack time is a good practice for students to talk and share food; teachers can participate during snack time to "model, guide, and encourage polite conversation" and sharing behavior)
5. Observe and help solve the conflicts (teachers do not need to engage in students' activities but are encouraged to observe them; if there are conflicts or bullying behaviors, teachers need to help solve these problems; if teachers' support is needed, especially during interaction among disabled students, teachers should step in and guide the interactions; discuss with students about when they had conflicts with others and how should they solve these problems).

>Friendships, peer acceptance, and group membership: Relations to academic achievement in middle school (1997). K.R. Wentzel & K. Caldwell, *Child Development*, 65, 1198-1209.
http://www.jstor.org/stable/1132301?seq=1#page_scan_tab_contents

Examines the correlation among between peer relationships and middle school students' academic performance. The three aspects of peer relationships addressed are reciprocal friendship, group membership, and peer acceptance. Some of the results:

1. There was a significant relation between peer acceptance and GPA in sixth grade. Peer acceptance was also significantly correlated with reciprocal friendship in sixth grade.
2. As for girls, groups membership was correlated with both six and seventh grade GPA. There was also a significant relation between peer acceptance and sixth and seventh grade GPA.
3. For boys, all three peer variables, except for reciprocal friendship, can predicate GPA in sixth grade.
4. For both boys and girls, there was a significant and positive relationship between peer acceptance and reciprocal friendship.
5. For girls, reciprocal friendship was significantly correlated with emotional distress in sixth and eighth grade.
6. For boys, eighth grade GPA was positively correlated with prosocial behavior and peer acceptance during middle school year, and negatively linked with sixth and eighth grade antisocial behavior.
7. For girls, there was a significant correlation between group membership and peer acceptance, antisocial behavior in sixth grade, and reciprocal friendship.
8. For boys, there was a significant link between group membership and sixth grade antisocial behavior, eighth grade emotional distress and prosocial behavior.
<http://www.sciencedirect.com/science/article/pii/S1747938X13000122>

>A meta-analysis of the effects of face-to-face cooperative learning. Do recent studies falsify or verify earlier findings? E. Kyndt, E. Raes, B. Lismont, F. Timmers, E. Cascallar, & F. Dochy (2013). *Educational Research Review* 10, 133–149.

One of the major conclusive results of the research on learning in formal learning settings of the past decades is that cooperative learning has shown to evoke clear positive effects on different variables. Therefore this meta-analysis has two principal aims. First, it tries to replicate, based on recent studies, the research about the main effects of cooperative learning on three categories of outcomes: achievement, attitudes and perceptions. The second aim is to address potential moderators of the effect of cooperative learning. In total, 65 articles met the criteria for inclusion: studies from 1995 onwards on cooperative learning in primary, secondary or tertiary education conducted in real-life classrooms. This meta-analysis reveals a positive effect of cooperative learning on achievement and attitudes. In the second part of

the analysis, the method of cooperative learning, study domain, age level and culture were investigated as possible moderators for achievement. Results show that the study domain, the age level of the students and the culture in which the study took place are associated with variations in effect size.

For more links to resources on developing peer relationships, see the Center's Online Clearinghouse Quick Finds on:

- >Peer Relationships –
<http://smhp.psych.ucla.edu/qf/peersupport.htm>
- >Social and Emotional Development and Social Skills –
http://smhp.psych.ucla.edu/qf/p2102_05.htm
- >Classroom and School Climate/Culture --
<http://smhp.psych.ucla.edu/qf/environments.htm>
- >Youth Culture & Subgroups --
<http://smhp.psych.ucla.edu/qf/youthculture.htm>

Peer Relationships and Bullying

>White House report/bullying—and the power of peers (2011). P.C. Rodkin, *Promoting Respectful Schools*, 69, 10-16.

<http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Bullying%E2%80%94And-the-Power-of-Peers.aspx>

Articulates the nature of bullying and examines the bully-victim relationship. Discusses the “two social worlds” of bullying: *marginalization* ("may be fighting against a social system that keeps them on the periphery") and *connection* ("may use aggression to control" peers). Also discusses what kind of peer relationships are likely to contribute to bullying and what methods students and teachers can use to prevent bullying.

>Bystander motivation in bullying incidents: To intervene or not to intervene? (2012). R. Thornberg, L. Tenenbaum, K. Varjas, J. Meyers, T. Jungert, & G. Vanegas, *Western Journal of Emergency Medicine*, 8, 247-252. doi: 10.5811/westjem.2012.3.11792

Proposes a framework of bystander motivation to intervene when bullying occurs. Framework includes five motive domains: (1) interpretation of harm in the bullying situation, (2) emotional reactions, (3) social evaluating, (4) moral evaluating, and (5) intervention self-efficacy.

>*Why kids choose not to intervene during bullying situation* (2013). S. Whitson, *Psychology Today*. Online <https://www.psychologytoday.com/blog/passive-aggressive-diaries/201310/why-kids-choose-not-intervene-during-bullying-situations>

Offers six reasons why students decide not to intervene when they see peers being bullied:

1. Diffusion of responsibility: students feel that teachers and adults will intervene the bullying and it is not their responsibility to do it. However, a lot of bullying happens when adults are absent. Teachers should teach students that they have the responsibility to intervene the bullying.
2. Students are afraid that the bully will turn on to them if they stand out. Adults should teach kids that their action can positively influence the bullied while minimally affecting themselves.

3. When the bully is their friends, students decide not to intervene even though they do not like what he or she does. Teachers should let kids know that a healthy friendship will bear some disagreements.
4. Students will not intervene bullying when the bullied is not their friends. Teachers should teach students to build up empathy to the bullied so that they are more likely to help.
5. Most students want to “be normal” so they do not want to stand out.
6. Students do not know what they should do to stop the bullying.

>Vulnerable children in varying classroom contexts: Bystanders' behaviors moderate the effects of risk factors on victimization (2010). A. Kärnä, M. Voeten, E. Poskiparta, & C. Salmivalli, *Merrill-Palmer Quarterly*, 56, 261-282. <http://www.jstor.org/stable/23098070>

Examines the effect of bystanders’ actions on bullying across different classroom contexts. Reports that social anxiety and classmate rejection are predictors of victimization. In classrooms where bystanders reinforce bullying, socially anxious and rejected students are in higher risk of victimization. But in classroom where bystanders defend the bullied, there is some negative influence on bullies and the victimization is negatively reinforced.

>Tapping into the power of school climate to prevent bullying: One application of schoolwide positive behavior interventions and support (2014). K. Bosworth, & M. Judkins, *Theory Into Practice*, 53, 300-307, DOI: 10.1080/00405841.2014.947224

Points to school climate as an important influence on students’ pro-social and anti-social behaviors. Students with a less favorable view of school are seen as tending to feel insecure and disconnected, and more likely to view teachers and classmates as unfriendly. Their negative perception of school can lead to aggressive and anti-social behaviors at school. Emphasizes three factors as crucial for schools in preventing bullying behaviors: (1) structure and support, (2) positive relationship, and (3) norms and policies.

For more links to resources on bullying, see the Center’s Online Clearinghouse Quick Finds on:

>*Bullying* --

<http://smhp.psych.ucla.edu/qf/bully.htm>

>*Gangs* –

http://smhp.psych.ucla.edu/qf/p3009_01.htm

>*Conflict Resolution in Schools* –

http://smhp.psych.ucla.edu/qf/p2108_02.htm

>*Youth Culture & Subgroups* --

<http://smhp.psych.ucla.edu/qf/youthculture.htm>

I see that bully stole your lunch again.

Well, this time he’s in for a surprise, unless he likes broccoli and tofu.



Peer Relationships as a Helping Intervention

> *The impact of positive peer relationships, school experiences, and future outlook on behavior scores for abused and neglected youth* (2015). D.H. Merritt & S.M. Snyder, Society for Social Work and Research conference
<https://sswr.confex.com/sswr/2015/webprogram/Paper24337.html>

Much of the research concerning peer networks of children focuses on risk factors, such as peer rejection and victimization as related to subsequent delinquency, substance abuse, and deviant peer affiliation as young adults. This research takes a strength-based approach to assess the predictive impact of self-reported accounts of positive peer friendships, school experiences, and future expectations on levels of problem behaviors, including an assessment of the interaction between positive experiences and maltreatment type. These findings are useful for treatment approaches that focus on self-perceived accounts of positive friendship networks, experiences in school and future expectations. Types of abuse clearly have a differential impact on behaviors when consideration is given to the protective influences of positive networks, experiences, and future.

> Peer acceptance and friendship as predictors of early adolescents' adjustment across the middle school transition (2011). J.N. Kingery, & C.A. Erdley, & K.C. Marshall, *Merrill-Palmer Quarterly*, 57(3), 215-243.

http://www.jhu.edu/journals/merrill-palmer_quarterly/v057/57.3.kingery.html

Findings indicate

1. High correlations between peer acceptance and number of friends, and significant correlations between peer acceptance and friendship quality.
 2. The regression models predicting loneliness, self-esteem, school involvement, and academic achievement were significant.
 3. Peer acceptance declined significantly across the transition for both boys and girls, while the average number of mutual friendships increased significantly across the transition for boys and girls.
 4. Loneliness, depression, and school avoidance decreased for both boys and girls, whereas self-esteem increased from the spring of fifth grade to the fall of sixth grade.
- > Influence of peer social experiences on positive and negative indicators of mental health among high school students (2015). S.M. Suldo, C.D. Gelley, R.A. Roth, & L.P. Bateman, *Psychology in the Schools* 52, 431–446. <http://onlinelibrary.wiley.com/doi/10.1002/pits.21834/full>

Examined associations between peer relationships (victimization and receipt of prosocial acts) and multiple indicators of mental health that represent subjective well-being (i.e., life satisfaction, positive and negative affect) and psychopathology (general internalizing symptoms and externalizing problems—aggressive behavior) among 500 high school students in Grades 9 to 11. Peer experiences explained the most variance in positive affect and internalizing psychopathology. Different types of peer experiences drove these effects, with relational victimization particularly salient to internalizing psychopathology and prosocial acts by peers most predictive of positive affect. Moderation analyses indicated that peers' prosocial acts did not serve a protective role in the associations between victimization and mental health. Instead, the presence of overt victimization negated the positive associations between prosocial acts and good mental health (high life satisfaction, low internalizing psychopathology). Understanding these associations illuminates the range of student outcomes possibly impacted by victimization and suggests that both limiting peer victimization and facilitating positive peer experiences may be necessary to facilitate complete mental health among high school students.

- >Peer Group Connection (PGC) for High Schools (nd). *High School Juniors and Seniors Supporting Freshmen in Their Transition to High School*, Center for Supportive Schools. <http://supportiveschools.org/solutions/peer-group-connection/>

Through its Peer Group Connection (PGC) program, the Center for Supportive Schools trains school faculty to teach leadership courses to select groups of older students, who in turn educate and support younger students. The goal is “to help schools enable and inspire young people to become engaged leaders who positively influence their peers. The CSS peer-to-peer student leadership model taps into schools’ most underutilized resources – students – and enlists them in strengthening the educational offerings of a school while simultaneously advancing their own learning, growth, and development.” The high school transition program is an evidence-based program that taps into high school juniors and seniors to create a nurturing environment for incoming freshmen. “Once per week, pairs of junior and senior peer leaders meet with groups of 10-14 freshmen in outreach sessions designed to strengthen relationships among students across grades. These peer leaders are simultaneously enrolled in a daily, for-credit, year-long leadership course taught by school faculty during regular school hours. PGC is CSS’s seminal peer leadership program, and has been implemented with a 70% sustainability rate in more than 175 high schools since 1979. A recently released, four-year longitudinal, randomized-control study conducted by Rutgers University and funded by the United States Department of Health and Human Services found that, among other major results, PGC improves the graduation rates of student participants in an inner city public school by ten percentage points and cuts by half the number of male students who would otherwise drop out.”

- > Peer acceptance if included students with disabilities as a function of severity of disability and classroom composition (1999). B.G. Cook, & M.I. Semmel, *The Journal of Special Education*, 33, 50-61.

Investigated how severity of disability (mild or severe) and classroom composition (heterogeneous and non-heterogeneous) affect the acceptance of included students with disabilities. Results suggest that peers are more likely to and better accept included students with severe disabilities if they are included in non-heterogeneous classroom. However, students with mild disabilities are better accepted by peers in heterogeneous classroom.

- >Effective intervention with urban at risk secondary English Language Learners: A case study using peer teachers in an innovative summer course (2012). L. Gerena, & L. Keiler. *The Bilingual Research Journal*, 35, 76-97. <http://www.tandfonline.com/doi/abs/10.1080/15235882.2012.667372#.Va1Z3bXn9IA>

The Peer Enabled Restructured Classroom (PERC) program is a peer-teaching model developed by the Math and Science Partnership in New York City (MSPinNYC) to help underachieving and historically at-risk urban students succeed in math and science courses. Although preliminary success of this program has been substantial, there has not been a consistent investigation of the model's impact with participating ELL/F-ELLs. The focus of this study was to examine the effectiveness of the model with ELL/F-ELLs in a five-week summer program. Although peer-instructors received a three-day orientation and daily seminars, they were not specifically trained in ELL/F-ELL strategies. Questions investigated in this study were: Do bilingual TAS make use of the approaches, behaviors, and strategies that are consistent with the research on second language and content learning? Does the use of the native language by the bilingual TAS, those with linguistic abilities to clarify information, to answer questions and to promote higher level thinking in the primary language, help ELL/F-ELL students to process challenging content area curriculum and achieve academic success? Data based on test results, surveys, interviews, and observations were analyzed. Results indicate success with ELL/F-ELL students but with much underutilized potential.

- > Peer-Assisted Learning strategies for English language learners with learning disabilities (2005). L.M. Saenz, L.S. Fuchs, & D. Fuchs, *Council for Exception Children*, 71, 231-247.

Examines the correlation between peer assisted learning strategy and reading performance of Spanish-speaking who have learning disabilities. These non-English speaking students are paired with low-, average-, and high-achieving peers. A reading task that contains both word question and reading comprehension question is given to students to indicate their reading performance. Scores before and after the treatment are measured to see the improvement. Teachers and students also answered the questionnaires on their experiences about the treatment. The results of word questions showed the main effect of treatment on students' performance is not significant, neither is the main effect of student type. There is no significant interaction either. As for the comprehension questions, we get similar results except that there is a significant effect of treatment. However, both teachers and students have positive experience on this learning strategy, indicating that they think such strategy is effective and they are benefited from it.

- > Comparison of effectiveness of several peer learning programs to support 1st year Chemistry (2014). K. Taylor, & T. Kelly, *The Australian Conference on Science and Mathematics Education, University of Sydney*. 89-90.

Compared three kinds of peer learning program to see their influence on 1st year students' chemistry performance. The three kinds of peer program are: interactive lectures held by a Chemistry tutor and several peer mentors, chemistry study session led by peer mentors, and online study session with peer mentors. The results were compared: the interactive lecture has the biggest effect on students' Chemistry performance, followed sequentially by face-to-face peer study session and online peer session.

For more links to resources on bullying, see the Center's Online Clearinghouse Quick Finds on:

>Peer Relationships –

<http://smhp.psych.ucla.edu/qf/peersupport.htm>

>Social and Emotional Development and Social Skills –

http://smhp.psych.ucla.edu/qf/p2102_05.htm

>Classroom and School Climate/Culture --

<http://smhp.psych.ucla.edu/qf/environments.htm>

>Youth Culture & Subgroups --

<http://smhp.psych.ucla.edu/qf/youthculture.htm>

>Conflict Resolution in Schools –

http://smhp.psych.ucla.edu/qf/p2108_02.htm

Note: Too often lost in discussing the development and impact of peer relationships is the voice of young people. See *Youth Participation: Making It Real*.

<http://smhp.psych.ucla.edu/pdfdocs/youthpartic.pdf>

III. What Schools Can Do (cont.)

C. Interventions and Accommodations for Serious and Chronic Problems (cont.)

Annotated "Lists" of Empirically Supported/Evidence Based Interventions for School-aged Children and Adolescents



<http://smhp.psych.ucla.edu/pdfdocs/aboutmh/annotatedlist.pdf>

The following table provides a list of lists, with indications of what each list covers, how it was developed, what it contains, and how to access it.

I. Universal Focus on Promoting Healthy Development

A. *Safe and Sound. An Educational Leader's Guide to Evidence-Based Social & Emotional Learning Programs* (2002). The Collaborative for Academic, Social, and Emotional Learning (CASEL).

1. *How it was developed:* Contacts with researchers and literature search yielded 250 programs for screening; 81 programs were identified that met the criteria of being a multiyear program with at least 8 lessons in one program year, designed for regular ed classrooms, and nationally available.
2. *What the list contains:* Descriptions (purpose, features, results) of the 81 programs.
3. *How to access:* CASEL (<http://www.casel.org>)

B. *Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs* (2002). Social Develop. Res. Group, Univ. of Wash.

1. *How it was developed:* 77 programs that sought to achieve positive youth development objectives were reviewed. Criteria used: research designs employed control or comparison group and had measured youth behavior outcomes.
2. *What the list contains:* 25 programs designated as effective based on available evidence.
3. *How to access:* Online at: (<http://aspe.hhs.gov/hsp/PositiveYouthDev99/index.htm>)

II. Prevention of Problems; Promotion of Protective Factors

A. *Blueprints for Violence Prevention* (2004). Center for the Study and Prevention of Violence, Institute of Behavioral Science, University Colorado, Boulder.

1. *How it was developed:* Review of over 600 delinquency, drug, and violence prevention programs based on a criteria of a strong research design, evidence of significant deterrence effects, multiple site replication, sustained effects.
2. *What the list contains:* 11 model programs and 21 promising programs.
3. *How to access:* Center for the Study and Prevention of Violence (<http://www.colorado.edu/cspv/publications/otherblueprints.html>)

B. *Exemplary Substance Abuse and Mental Health Programs* (SAMHSA).

1. *How it was developed:* These science-based programs underwent an expert consensus review of published and unpublished materials on 18 criteria (e.g., theory, fidelity, evaluation, sampling, attrition, outcome measures, missing data, outcome data, analysis, threats to validity, integrity, utility, replications, dissemination, cultural/age appropriateness.) The reviews have grouped programs as "models," "effective," and "promising" programs .
2. *What the list contains:* Prevention programs that may be adapted and replicated by communities.
3. *How to access:* SAMHSA's National Registry of Evidence-based Programs and Practices (<http://nrepp.samhsa.gov>)

(cont.)

C. Preventing Drug Use Among Children & Adolescents. Research Based Guide (1997). National Institute on Drug Abuse (NIDA).

1. *How it was developed:* NIDA and the scientists who conducted the research developed research protocols. Each was tested in a family/school/community setting for a reasonable period with positive results.
2. *What the list contains:* 10 programs that are universal, selective, or indicated.
3. *How to access:* NIDA (<http://www.nida.nih.gov/prevention/prevopen.html>)

D. Safe, Disciplined, and Drug-Free Schools Expert Panel Exemplary Programs (2001). U.S. Dept. of Educ. Safe & Drug Free Schools

1. *How it was developed:* Review of 132 programs submitted to the panel. Each program reviewed in terms of quality, usefulness to others, and educational significance.
2. *What the list contains:* 9 exemplary and 33 promising programs focusing on violence, alcohol, tobacco, and drug prevention.
3. *How to access:* U.S. Dept. of Education – (http://www.ed.gov/offices/OERI/ORAD/KAD/expert_panel/drug-free.html)

III. Early Intervention: Targeted Focus on Specific Problems or at Risk Groups

A. The Prevention of Mental Disorders in School-Aged Children: Current State of the Field (2001). Prevention Research Center for the Promotion of Human Development, Pennsylvania State University.

1. *How it was developed:* Review of scores of primary prevention programs to identify those with quasi-experimental or randomized trials and been found to reduce symptoms of psychopathology or factors commonly associated with an increased risk for later mental disorders.
2. *What the list contains:* 34 universal and targeted interventions that have demonstrated positive outcomes under rigorous evaluation and the common characteristics of these programs.
3. *How to access:* Online journal *Prevention & Treatment* (<http://content.apa.org/journals/pre/4/1/1>)

IV. Treatment for Problems

A. American Psychological Association's Society for Clinical Child and Adolescent Psychology, Committee on Evidence-Based Practice List

1. *How it was developed:* Committee reviews outcome studies to determine how well a study conforms to the guidelines of the Task Force on Promotion and Dissemination of Psychological Procedures (1996).
2. *What it contains:* Reviews of the following:
 - >*Depression (dysthymia):* Analyses indicate only one practice meets criteria for "well-established treatment"(best supported) and two practices meet criteria for "probably efficacious"(promising)
 - >*Conduct/oppositional problems:* Two meet criteria for well established treatments: videotape modeling parent training programs (Webster-Stratton) and parent training program based on Living with Children (Patterson and Guillion). Ten practices identified as probably efficacious.
 - >*ADHD:* Behavioral parent training, behavioral interventions in the classroom, and stimulant medication meet criteria for well established treatments. Two others meet criteria for probably efficacious.
 - >*Anxiety disorders:* For phobias participant modeling and reinforced practice are well established; filmed modeling, live modeling, and cognitive behavioral interventions that use self instruction training are probably efficacious. For anxiety disorders, cognitive-behavioral procedures with and without family anxiety management, modeling, in vivo exposure, relaxation training, and reinforced practice are listed as probably efficacious.

Caution: Reviewers stress the importance of (a) devising developmentally and culturally sensitive interventions targeted to the unique needs of each child; (b) a need for research informed by clinical practice.

3. *How it can be accessed:* <http://www.effectivechildtherapy.com>

(cont.)

V. Review/Consensus Statements/ Compendia of Evidence Based Treatments

A. School-Based Prevention Programs for Children & Adolescents (1995). J.A. Durlak. Sage: Thousand Oaks, CA. Reports results from 130 controlled outcome studies that support "a secondary prevention model emphasizing timely intervention for subclinical problems detected early.... In general, best results are obtained for cognitive-behavioral and behavioral treatments & interventions targeting externalizing problems."

B. Mental Health and Mass Violence: Evidence-based early psychological intervention for victims/ survivors of mass violence. A workshop to reach consensus on best practices (U.S. Departments of HHS, Defense, Veterans Affairs, Justice, and American Red Cross). Available at: (<http://www.nimh.nih.gov/health/publications/ma ssviolence.pdf>)

C. Society of Pediatric Psychology, Division 54, American Psychological Association, *Journal of Pediatric Psychology*. Articles on empirically supported treatments in pediatric psychology related to obesity, feeding problems, headaches, pain, bedtime refusal, enuresis, encopresis, and symptoms of asthma, diabetes, and cancer.

D. Preventing Crime: What works, what doesn't, what's promising. A Report to the United States Congress (1997) by L.W. Sherman, Denise Gottfredson, et al. Washington, DC: U.S. Dept. of Justice. Reviews programs funded by the OJP for crime, delinquency and substance use. (<http://www.ncjrs.org/pdffiles/171676.pdf>). Also see Denise Gottfredson's book: *Schools and delinquency* (2001). New York: Cambridge Press.

E. School Violence Prevention Initiative Matrix of Evidence-Based Prevention Interventions (1999). Center for Mental Health Services SAMHSA. Provides a synthesis of several lists cited above to highlight examples of programs which meet some criteria for a designation of evidence based for violence prevention and substance abuse prevention. (i.e., Synthesizes lists from the Center for the Study and Prevention of Violence, Center for Substance Abuse Prevention, Communities that Care, Dept. of Education, Department of Justice, Health Resources and Services Administration, National Assoc. of School Psychologists)

F. The What Works Clearinghouse (WWC). Collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). (<http://ies.ed.gov/ncee/wwc/>)

BUT THE NEEDS OF SCHOOLS ARE MORE COMPLEX!

Currently, there are about 91,000 public schools in about 15,000 districts. Over the years, most (but obviously not all) schools have instituted programs designed with a range of behavior, emotional, and learning, problems in mind. School-based and school-linked programs have been developed for purposes of early intervention, crisis intervention and prevention, treatment, and promotion of positive social and emotional development. Some programs are provided throughout a district, others are carried out at or linked to targeted schools. The interventions may be offered to all students in a school, to those in specified grades, or to those identified as "at risk." The activities may be implemented in regular or special education classrooms or as "pull out" programs and may be designed for an entire class, groups, or individuals. There also may be a focus on primary prevention and enhancement of healthy development through use of health education, health services, guidance, and so forth – though relatively few resources usually are allocated for such activity.

There is a large body of research supporting the promise of specific facets of this activity. However, no one has yet designed a study to evaluate the impact of the type of comprehensive, multifaceted approach needed to deal with the complex range of problems confronting schools.

It is either naive or irresponsible to ignore the connection between children's performance in school and their experiences with malnutrition, homelessness, lack of medical care, inadequate housing, racial and cultural discrimination, and other burdens

Harold Howe II

. . . consider the American penchant for ignoring the structural causes of problems. We prefer the simplicity and satisfaction of holding individuals responsible for whatever happens: crime, poverty, school failure, what have you. Thus, even when one high school crisis is followed by another, we concentrate on the particular people involved – their values, their character, their personal failings – rather than asking whether something about the system in which these students find themselves might also need to be addressed.

Alfie Kohn, 1999

What the best and wisest parent wants for (her)/his own child that must the community want for all of its children. Any other idea . . . is narrow and unlovely.

John Dewey

IV. Resources



A. A Few References and Other Sources of Information



B. Agencies and Online Resources



C. Additional Resources From Our Center

» Quick Finds

IV. Resources



A. A Few References and Other Sources for Information*

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The Moderating Role of Friendship Quality on Associations Between Autonomy and Adolescent Adjustment (2016). C. Collibee, A.J. LeTard, & J.W. Aikins. *The Journal of Early Adolescence*, 36, 251-266.
<http://intl-jea.sagepub.com/content/36/2/251.abstract>

Abstract

Both autonomy and friendship quality have consistently been associated with adolescent adjustment. To date, the potentially moderating role of peer relationships in the context of autonomy achievement has received less attention. The present study used observational and quantitative data, as well as multiple reporters, to examine interactions between adolescent friendship quality and observed autonomy among 57 ninth-grade students (42 female). Friendship quality moderated the association between autonomy and relatedness and adjustment outcomes. Specifically, for those adolescents with high levels of friendship quality, autonomy and relatedness as well as undermining of autonomy were not associated with adjustment. In contrast, friendship quality functioned as a protective factor for adolescents with low levels of autonomy and relatedness or higher levels of undermining autonomy. Results evidenced the protective function of peer relationships in the context of restricted autonomy.

Understanding the Link between Social and Emotional Well-Being and Peer Relations in Early Adolescence: Gender-Specific Predictors of Peer Acceptance (2010). E. Oberle, K.A. Schonert-Reichl, & K.C. Thomson. *Journal of Youth and Adolescence*, 39, 1330-1342.
<http://link.springer.com/article/10.1007%2Fs10964-009-9486-9>

Abstract

Past studies have investigated relationships between peer acceptance and peer-rated social behaviors. However, relatively little is known about the manner in which indices of well-being such as optimism and positive affect may predict peer acceptance above and beyond peer ratings of antisocial and prosocial behaviors. Early adolescence--roughly between the ages of 9 and 14--is a time in the life span in which individuals undergo a myriad of changes at many different levels, such as changes due to cognitive development, pubertal development, and social role redefinitions. The present study investigated the relationship of self-reported affective empathy, optimism, anxiety (trait measures), and positive affect (state measure) to peer-reported peer acceptance in 99 (43% girls) 4th and 5th grade early adolescents. Because our preliminary analyses revealed gender-specific patterns, hierarchical regression analyses were conducted to investigate the predictors of peer acceptance separately for boys and for girls. Girls' acceptance of peers was significantly predicted by higher levels of empathy and optimism, and lower positive affect. For boys, higher positive affect, lower empathy, and lower anxiety significantly predicted peer acceptance. The results emphasize the importance of including indices of social and emotional well-being in addition to peer-ratings in understanding peer acceptance in early adolescence, and urge for more research on gender-specific peer acceptance.

IV. Resources (cont.)



B. Agencies and Online Resources Related to Social and Interpersonal Problems

Gateway to Links

http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

The *Gateway to a World of Resources for Enhancing MH in Schools* is an online links "map" that provides quick access to relevant resources on the internet. It is also a tool to facilitate various forms of networking and to help analyze strengths, weaknesses, and gaps/inequities in available resources. This gateway can be the starting point for enhancing collaborative partnerships among key groups with overlapping interests related to mental health in schools.

The map represents the next generation (beyond lists of links) for guiding users quickly to sites that are most likely to meet their needs.

The five arenas of activity are encompassed:

- I. *Comprehensive Focus on Mental Health in Schools*
- II. *Concerns Related to Children's Severe Mental Health Disorders*
- III. *Concerns Related to Children's Psychosocial Problems*
- IV. *Positive Social/Emotional Development and Prevention of Psychosocial/MH Problems*
- V. *Others Focused on Addressing Barriers to Learning and Development*

Within each of these arenas, four types of resources are mapped. These are:

- **Major Centers/Networks/Initiatives/Projects/Consumer Info Resources:** Major resources for information, services, and/or public education.
- **Associations:** National organizations whose mission focuses on issues related to MH in schools. State and local associations can often be located through the national association website.
- **Government Agencies:** Major federal government resources for information, services, and/or public education.
- **Listservs:** Email discussion groups whose main focus is on matters relevant to MH in schools.

Within each of these four sources for support, websites are clustered according to the concentration of immediate resources available to the user. In most cases only two groupings are provided at this time. In a few instances, three groupings were created. These are color coded, with the top grouping always representing sites with the highest concentration of information, resource materials, published documents, number of links, etc.

IV. Resources (cont.)



C. Additional Resources from Our Center

Quick Find On-line Clearinghouse

» **Social and Emotional Development**

http://smhp.psych.ucla.edu/qf/p2102_05.htm

» **Peer Relationship and Peer Counseling**

<http://smhp.psych.ucla.edu/qf/peersupport.htm>

» **Bullying**

<http://smhp.psych.ucla.edu/qf/bully.htm>

» **Conflict Resolution in Schools**

http://smhp.psych.ucla.edu/qf/p2108_02.htm

